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**THE USE OF GAMIFICATION AS A TEACHING STRATEGY
TO IMPROVE WRITING SKILLS IN 8TH GRADE AT SAINT
PETER'S HIGH SCHOOL DURING THE SECOND QUARTER
OF 2022**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Abstract

The following research problem has the purpose of answering the question: how effective is the use of gamification as a teaching strategy to improve writing and vocabulary skills in 8th grade at Saint Peter's High School during the second quarter of 2022? Therefore, the following investigation aims to measure how effective a teaching tool such as gamification, can be inside a classroom and if it can aid while learning a foreign language, in this case English, through different gamification activities applied. For this research project, a group of students of 8th grade at Saint Peter's High School were the participants to which this research was applied.

To support the validation of gamification as a learning technique, several researchers, authors such as Vygotsky, Groos K., and others are quoted directly or indirectly using their theories of Game, The Play of Man to justify how can children learn through the use of games, or gamification. To obtain enough data to analyze these theories, the researcher did several class observations that included material such as theory on composition, reading comprehension texts, and others to give the students enough material. Then, subsequently, gamification activities were the only tools applied to test the students and collect data. Once this data was analyzed through each different class activity, a pretest, and posttest, the subsequent finding indicated that there was a significant learning and advance made by the majority of the students. Thus, this research proves that gamification, as a technique to learn a second language, is valid.

Resumen

El siguiente problema de investigación tiene como propósito responder a la pregunta: ¿Qué tan efectivo es el uso de la gamificación como estrategia didáctica para mejorar las habilidades de escritura y vocabulario en los estudiantes de 8vo grado del Colegio Saint Peters durante el segundo trimestre del 2022? La siguiente investigación tiene como objetivo medir qué tan efectiva puede ser una herramienta de enseñanza como lo es la gamificación en clases, si ayuda en el aprendizaje de un idioma extranjero. Para este proyecto, un grupo de estudiantes de 8° grado del Colegio San Peters fueron los participantes.

Para apoyar esta técnica de aprendizaje, varios investigadores y autores como Vygotsky, Groos K. y otros, se citan de manera directa o indirecta usando sus teorías del juego o El Hombre y el juego, con el fin de justificar cómo pueden los niños aprender a través del uso de juegos. Para obtener suficientes datos para poner a prueba estas teorías, el investigador realizó varias observaciones de clase que incluyeron material de teoría sobre composición, textos de comprensión de lectura para brindar a los estudiantes suficiente material, posteriormente se aplicaron actividades de gamificación como único instrumento para evaluar a los estudiantes y recolectar datos. Una vez que se analizaron estos a través de cada actividad realizada en clase, una prueba previa y una prueba posterior, los resultados indican que hubo aprendizaje y avance significativo por parte de la mayoría de los estudiantes. Así esta investigación demuestra que la gamificación como técnica para aprender un segundo idioma es válida.

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Chapter I

Introductory Framework

The following investigation aims to measure how effective a teaching tool such as gamification is inside a classroom if it can aid in learning a foreign language through its different approach to teaching and learning. The subsequent investigation provides a way to evaluate and measure the different ways a student can learn a foreign language, in this case through gamification as a tool or teaching strategy. Throughout the ensuing investigation, some of the different ways of learning and how it happens in a child or individual will be examined, as well as the different techniques used nowadays in a classroom to aid the student, in this case, gamification in the area of writing skills. The studies will be presented on the national, international, and historical levels of the use of games for learning purposes, how these theories apply today in a 7th-grade classroom and whether they are good or not. The investigation will also provide, create and apply some of these gamification techniques to the group of students to evaluate their efficacy as a teaching strategy and provide the final results to the research group.

1.1 Problem Statement

Throughout the modern history of education, studies have measured how students learn and how they can learn best in recent decades. In recent decades, how a student can better learn and the different strategies to help them have become more prominent as the more a teacher understands how his or her students learn, the better to have good long-lasting results. One such technique teachers have been applying is the tool or teaching strategy known as gamification. In recent years as schools want students not only to learn but to enjoy their learning process, such techniques have been making their way more and more into the classrooms. Gamification, used as a digital tool in the last years, has also been trending due to the increase of technological

devices in and out of school and the technological takeover that society is going through that impacts people's everyday life.

Today students are required not to learn but to enjoy and engage in their learning process, which will result in temporary knowledge and long-term knowledge of a particular topic. This aspect and the development of critical thinking skills are some of the abilities required in 21st-century learning. The use of new technologies and the rise of new careers that were not present a few years back are impacting how teachers impart students' knowledge. Nowadays, a broader range of skills and tools is required from students while at the same time taking into consideration their learning styles, abilities, and talents.

Every time a new tool or teaching strategy is brought into a classroom, it is important to analyze and evaluate the benefits, advantages, and emerging disadvantages of including such a tool in a classroom or curricula, and most importantly, to test the level of efficacy when learning. Due to these factors, the problem statement for this investigation can be explained as follows; how effective is the use of gamification as a teaching strategy to improve writing skills in 7th grade at Saint Peter's High School during the second quarter of 2022?

Due to the pandemic that started in 2020 and the subsequent closure of schools, teachers and schools were forced to use digital technologies to give their classes and look for ways to evaluate since students could not be present to take exams or engage in normal classroom activities. Therefore, using gamification, used digitally, became a trending methodology amongst teachers worldwide. The subsequent investigation wishes to address this question mentioned above to measure students' satisfaction levels and learning outcomes at Saint Peter's High School using this particular teaching strategy with writing skills and to acquire new English vocabulary.

Due to recent data and research, gamification is an interactive tool that wishes to stay in classrooms due to student satisfaction levels. Now that schools have reopened this first quarter of 2022 in Costa Rica, gamification seems like a tool that will continue to be used in classrooms, both in the traditional way, such as games on the board or through pen and paper in more traditional classroom games. It seems more likely that this tool will continue to be applied digitally through the use of computers, laptops or tablets, or other technological devices to encourage the use of technologies in the classroom, being that technology is a part of everyday life. Therefore, this investigation will prove its efficacy in an 8th-grade classroom with students with different English levels, evaluate how they respond to such a technique that differs from the more traditional techniques used in traditional teaching, and evaluate students' satisfaction levels, engagement as well as learning outcomes.

1.2 Objectives of the Investigation

1.2.1 General Objective

To analyze gamification as a tool/teaching strategy to improve writing skills in 8th grade at Saint Peter's High School during the second quarter of 2022.

1.2.3 Specific Objectives

- To determine the effects of learning through gamification as a teaching strategy to improve writing skills in 8th grade at Saint Peter's High School during the second quarter of 2022.
- To apply gamification as a teaching strategy to improve writing skills when learning English as a foreign language in 8th grade at Saint Peter's High School during the second quarter of 2022.

- To evaluate the outcomes of learning English as a foreign language using gamification as a teaching strategy.

1.3 Justification of the Study

Teaching strategies have constantly been evolving in today's classrooms in Costa Rica and worldwide. They have evolved to make teaching an enjoyable experience that will promote satisfaction levels, and hence effective teaching, as well as the development of other abilities needed for the 21st century, such as critical thinking skills, problem-solving, or cooperative learning. Among those, gamification used as a teaching tool or strategy during lessons has become widely used as an important class resource. Teaching methodologies change according to society's needs and always looking towards the future, how to best prepare the future generations for what lies ahead. In this case, gamification, used in its traditional and digital form, combines learning, teaching, and the correct use of technological tools. This is to make learning enjoyable and make students enjoy the learning process while developing abilities. The same can be applied when learning English as a second language; such tools aim to make learning easier, enjoyable, and thus more effective, leading to lifelong learning.

However, as with every new innovative tool, the question remains whether this gamification used traditionally or digitally can make a significant difference when learning a second language. Can the use of such a tool in a classroom with different types of students with different learning styles and differences be effective when teaching English as a second language? Can this teaching strategy help acquire the four language skills: listening, speaking, reading, and writing? This new tool which wishes to keep students more engaged and having fun, could also create problems such as distractions, thus not creating the ideal learning environment desired. On the other hand, it could help students who are afraid of learning another language or

feel unmotivated to gain that confidence and be present and engaged in class. In this investigation, these learning experiences will be monitored. It will be measured from the teacher's and the student's point of view to understand better how this tool works in everyday lessons with students whose first language is not English and with students with different learning styles and needs. They will be evaluated to see if using gamification tools in 8th grade at Saint Peter's School during the first quarter can benefit or hinder students.

Teaching strategies are always evolving, and any teacher or aspiring teacher needs to be aware of the traditional techniques used throughout history and the emerging teaching trends worldwide. Traditionally, gamification combined with the use of digital devices and platforms is a growing trend that has been growing for some time. After the pandemic, tools such as gamification have seemed to take over even more. As technologies are increasingly part of the modern world, teachers must start including them in the classroom or at least start testing them as teaching tools or strategies and measuring their effects on students.

Nowadays, group work, problem-solving, and developing critical skills are essential learning outcomes required for the future. Tools such as gamification can help group all of these together, but does the inclusion of gamification in these skills help create a better learning environment? Can they help to improve writing skills? The following investigation will analyze and evaluate if this teaching strategy can develop 21st-century skills required for the future and create good long-lasting learning with the students. In this case, the investigation will occur during the first quarter of the 2022 school year with a group of 8th-grade students from Saint Peter's High School. In this group, the gamification tool and its learning outcome will be analyzed through class observation, surveys, and gamification tools to test this more recent

teaching strategy in a classroom and its effects on effective long-term learning with these particular groups of students.

1.4 Antecedents

There are many different teaching methodologies, strategies, and tools when teaching a foreign language. One that stands out in recent years is the teaching strategy known as gamification, which can be defined as “... the application of game-design elements and game principles in non-game contexts. It can also be defined as a set of activities and processes to solve problems by using or applying the characteristics of game elements” (Fitz-Walter, n.d.). The topic for this investigation will be based on teaching English as a foreign language and the current teaching strategies and methodologies used, in this case, gamification.

This term comes from using games as a way to teach, which, although it has been done in different ways for hundreds of years, as a current term, has been gaining attraction due to its benefits inside the classroom. This tool or teaching strategy allows teachers to incorporate games, learning, and skills development into their classrooms and lessons, creating better long-lasting student results. Digital gamification through computers, cell phones, or tablets has also been gaining popularity in the last few years due to incorporating fun, learning, and developing skills to operate new technologies all at once. Since technology is now part of everyday life for these generations, it is only natural that schools find new ways to incorporate such technologies and their proper management from an early age in the classroom. It is not uncommon nowadays to see tablets being used in kindergarten where students listen to the teacher while simultaneously doing an activity using a digital device. The same can be applied to the primary and secondary levels. The way technology advances, it seems all future jobs will require some technical knowledge, and what better way to prepare the future generations than starting in the classrooms.

Furthermore, the best way to introduce such technologies could be not only through traditional teaching but through gamification.

When future teachers start their studies in university in the area of teaching, be it a particular subject or a second language, among others, they are immersed in the different teaching strategies and methodologies to be able to give a class in the correct way that advances their future students education, but also in ways to promote long-life learning. In recent decades, these student-teachers are also immersed in how students learn, their different learning styles and characteristics, and the particular conditions of their future students, all of which affect why and how they learn. This can help a future teacher be aware of how a particular student can learn best and what a particular student's profile might require from a teacher. Whereas traditional teaching only required a student to learn in a specific way certain concepts, nowadays, teaching is more student-centered, taking into account and centered around their needs. Here is where the concept of games and play comes into the forefront of teaching since "Play has been characterized as a spontaneous, self-initiated and self-regulated activity of young children, which is relatively risk-free and not necessarily goal-oriented. Play is intrinsically motivated: normally children have an internal desire and interest to engage in play, they are actively involved in creating their play and are in control of it." (Morera-Huertas, 2019)

The action of games or play and its effects on learning has been deeply studied and analyzed in the last centuries, with many different specialists and child psychologists have identified the many ways play can affect a child's wellbeing as well as the development of their cognitive ideas, which is directly related with teaching and learning. Through play, children learn new concepts, "...acquire the foundations of self-reflection and abstract thinking, develop complex communication and metacommunication skills, learn to manage their emotions, and

explore the roles and rules of functioning in adult society" (Herrington, Jan. 2006). According to classical theory, this instinct to play is called surplus energy, where "...humans play when they have excess energy. Schiller, a German philosopher, defined play as the aimless expenditure of exuberant energy' (Schiller 1875:112, in Dockett and Flear 1999:24 as cited by Harris, P. et al., 2003)

Classical theories from the late nineteenth century and the early twentieth century, such as Lazarus, Docket, and Flear, believe play is a way to restore energy. This is known as the Recreation or Relaxation Theory. Then in a departure from this theory, there is the Recapitulation proposed by Hall in 1906, which argues that play is a way to revive human's ancestral past. It also mentions that "play provides the means for children to express their instincts—and in expressing these instincts, weakening them" (Harris, P. et al.,2003). However, from another theorist's perspective, play, instead of looking into past behavior, argues that it allows children ways of learning. According to Groos (1898, 1901), "play prepares children for adulthood." Since, according to him, play is unique to childhood, it will serve as a way to develop children's physical and mental capabilities for when they become adults.

In the recent theories of play, theorists such as Berlyne believe play "provides novelty, uncertainty, and complexity at optimal levels for children; these qualities in optimal amounts are seen to be most conducive to individual functioning. The new and familiar balance is often applied to education." (Harris, P. et al.,2003). In the same venue, child psychologist Piaget (1962) shifted the focus away from play as a social tool and more into the cognitive development area. He thought that play profoundly affected children's minds, from the development of children's representation to abstract thinking. One of his proponent theories was how children would take what they know and apply it to a circumstance. Vygotsky further developed his ideas on the

importance of play in cognitive development in 1978 and Leontiev in 1981. For example, Vygotsky “viewed play as highly significant to development. ‘Play contains in a concentrated form, as in the focus of a magnifying glass, all developmental tendencies’ (Vygotsky as cited by Harris et al., 2003).

The different sociocultural theorists and specialists in child development conclude that the role of play is crucial to the cognitive, emotional, and physical development of a child. Thus, it will no doubt impact their learning process. Due to all of the previous information, it is no wonder that a teaching strategy such as games made it into the classroom as its impact was being more and more explored and proven, so it was only natural that teachers would use games to make children learn to become involved in role-playing games or problem-solving while at the same time learning. This was used with different traditional games in different subjects. Today it is called gamification and is increasingly being used as a digital tool because technologies have become a part of everyday life. The military used the first modern gamification examples other than traditional games in a punishment and reward system. In their case, “these kinds of rules and management systems are used by the military to motivate soldiers and captains to engage a more modern army” (Bilgin, Enes, 2020).

Gamification in a more technological setting evolved from the 1980s and the introduction of video games. Due to its benefits, this tool is now moving away from exclusive military use and is increasingly used by high school students, universities, and adults. Nevertheless, for the sake of this investigation, the focus of gamification will be applied to the areas of secondary school as a way to improve the vocabulary and writing skills of students learning English as a second language. Initially, its effects in the learning area were not that known, "digital gaming was all about the fun, story, collecting score and selling more games to the audience" (Bilgin, Enes,

2020). Therefore, the learning aspect was not explored in depth. This changed, however, in the late 1990s with the spreading of the internet. The way technology has connected individuals and ideas has brought technology to the reach of almost anybody. So, its inclusion into the classroom and proper use for educational purposes to improve learning is a teacher's task nowadays.

NAEYC (1996) states that it is the responsibility of early childhood educators "to critically examine the impact of technology on children and be prepared to use technology to benefit children" (Harris, P. et al., 2003). Teachers, software developers, and developers are constantly trying to "present educational content in a playful way to make it more attractive and accessible to its young audience" (Harris et al., 2003).

When brought into the classroom, these tools must be properly assessed by the teachers and made part of the class curriculum. This teaching strategy presented in the term of gamification is relatively new, even though games and learning have always gone hand in hand in education and the learning process. We can define gamification as "...a technique, a methodology and a strategy simultaneously. Part of knowing the elements that make games attractive is knowing that within a specific activity, task, or message, in a NO--game environment, those aspects are likely to be converted into a game or a playful dynamic. All this is done to get a special link with the users, encourage a behavior change, or convey a message or content. That is, to create a meaningful and motivating experience" (Gallego et al., 2014).

Gamification is a way to link games, interaction, the development of specific skills, and more, all those elements within teaching, making the learning process more effective in the long term. It is important to mention that gamification must incorporate all these aspects. They are not just games, a game to spend time in the classroom as a free time activity, but it is an integration of multiple elements in a way that will make students enjoy their lessons, enjoy the learning

process, and make learning possible in an implicit way at the subconscious level. This way, gamification intends to make learning effective and produce long-term results.

It can be a useful resource for teachers, applied to many concepts and for different classroom or syllabus objectives. Suppose a teacher wishes to encourage the interest of his or her students in a particular topic in the classroom. In that case, gamification can be used, for example, using elements such as rewards or friendly competition in the classroom. This can be a useful strategy to motivate students with specific learning styles or difficulties, for example, students who tend to get bored or distracted in traditional teaching or who have a hard time getting involved in the class dynamics. Gamification done traditionally or with digital resources can help students be more active and involved during class activities, even an opportunity to develop healthy relationships with their peers. As some researchers suggest, gamification is very diverse. It is a resource that "incorporates game design elements to take advantage of them in the teaching-learning process, but these cannot be used by themselves, but some of their principles or mechanics are taken, such as scores, incentives, etc., narrative, feedback, recognition or the freedom to make mistakes as means to generate meaningful learning" (Gomez, 2018 p. 46).

Gamification as a digital tool has also made its way to the classroom in the last two years, partly due to the COVID-19 pandemic that swept worldwide. When the pandemic hit Costa Rica, for example, and all schools were closed for the remaining of the school year, digital teaching came to the forefront as was promised by the MEP or Public Education Ministry, which assured parents that "In the middle of this national emergency and the obstacles we are facing currently, MEP nevertheless has managed to implement new ways of teaching and supporting education as well as how to strengthen teaching tools as well as teacher and student's skills" MEP (2021).

With this came the urgent need to create more interactive lessons or ways to evaluate students

that were not the traditional tools such as a quiz or test made with pen and paper. Students were sitting down all day in front of a computer or tablet screen trying to keep up with the schools' curriculum, and the teacher needed to teach and evaluate their student's progress. Not only that, but their attention span was not the same, not to mention the psychological effects of being in lockdown or hearing of the number of deaths or a family member getting sick. All of this made digital teaching used in a traditional way quite challenging for all teachers. Since all students were online, this urgent need for resources prompted teachers to look for more interactive ways to teach and evaluate when available. Thus, digital gamification has become one of the most used teaching tools and strategies.

Even before the pandemic, gamification as a digital teaching strategy has also been incorporated into lessons in Costa Rica. Recently it has been incorporated in different schools given the need in education for the right use of technology as they have become part of daily life in the country. It is essential to know how to manage these. The aim of incorporating technological teaching tools and gamification has been to help solve problems such as a lack of interest or motivation and a tool to be more inclusive in the classroom. For example, the Instituto Parauniversitario de Plerus had been tracking their students' deficiencies, such as not using the learning resources provided. These students studied at the last minute or lacked motivation in their population, such as just studying to get a good grade and not to acquire knowledge or dominion of a specific topic. Due to these deficiencies, the institute decided to use the teaching strategy of gamification with a group of Biology students. This study had 29 participants where gamification was used when the students were to work on daily tasks. In this case, they use traditional gamification that is not digital. For example, some activities where models of cells are

done with play-doh, traditional games such as letter soups, and crossword puzzles with the option of stickers as a reward.

Later, some digital gamification activities were added, such as a game called *Biologia cr*, which could be incorporated as an app in smartphones. For this particular classwork activity, the game consisted of several single selection questions done by the teacher, which the students answered. Once the course had been finalized, an analysis of results was conducted, first at the general level and then by the use of a survey done to the students themselves to know their first-hand experience of the use of gamification in their course syllabus. According to the results, there was a 66,7% approval on behalf of the students. According to Morera Huertas (2019) :

According to the student's perspective, there were positive aspects such as improved comprehension of the topic, an obligation to constantly review the topics studied, and to understand them on their own through personal research if necessary. Negative could be the increase in the academic load, preferring traditional teaching strategies, and a lack of delimitation on the most relevant aspects of each topic, which must be considered for future experiences.

Another study included in the National Congress of Science and Technology in Costa Rica was done in Chemistry. One of the reasons they decided to implement a gamification teaching strategy was, as Gomez Quirós C. (2020) mentioned, to reverse the negative perception some students may have towards this subject to transform their learning experience into something positive for students. This particular study also mentions that “the success or subsequent failure of the inclusion of such strategies depended of the game mechanics that will be established and from the correct selection of game tools used to adapt the topics understudied,

so in that sense, special care must be had when designing or applying the activity” (Gomez Quirós, C., 2020).

As previously mentioned, gamification will not work if not assessed previously by the teacher, designing it as a tool to teach a particular topic in a particular subject. If used as just a game or not properly constructed, it can have the opposite effect and not produce good efficient learning. According to Gomez Quirós C. (2020), gamification allows students to visualize abstract concepts and be more active in their learning process. In their study, they considered aspects such as methodologies to implement such strategy, specific learning outcomes expected, students' interests and characteristics, and what type of behaviors they wish to change in students, such as more classroom engagement and participation. Furthermore, last, how to divide the course syllabus and when to incorporate gamification techniques. According to these studies, the author concludes that having such teaching strategies in the classroom will allow students to “appreciate the need for educational transformation towards active learning teaching models.”

All teaching strategies and tools have their benefits and their pros and cons. Gamification is gaining more approval from the learning community as a tool and strategy to improve teaching and help teachers create more interesting, engaging, and interactive lessons for their students. However, there are also areas where they are not recommended. Since gamification is being presented now, both traditionally and digitally has not been tested long-term to see it in all its benefits to contradictions. Nevertheless, its impact in the classrooms is being measured and examined more and more. This can be a beneficial resource for teachers of any subject. The following research examines and evaluates gamification's effects on teaching English as a second language.

1.5 Scope

- The following thesis investigation can be helpful for student teachers of Universidad Internacional de las Americas as a reference guide for it highlights the different ways a student can learn, taking into consideration learning styles, abilities, obstacles, and others, which is an essential tool for future teachers to know. This research aims to understand better the use of techniques for teaching a second language. As the act of play is an intrinsic part of human beings and an essential part of children, it has been incorporated into pedagogical mediation. Therefore, it is important to understand how children or adolescents learn and what draws their attention since a motivated student learns better.
- This investigation may also serve as a reference guide for students of teaching in the areas of child development and its main proponents and what the main theories are about as a way to inform student teachers or anyone interested in child development through play.
- This investigation can be useful for future student teachers and teachers in general in the teaching strategy of gamification. Teachers need to stay updated with all new teaching techniques and discoveries; gamification is no different as its use as a digital tool is used more every day due to the current technology takeover.

Chapter II

Theoretical Framework

2.1 Literature Review

The following chapter will introduce in this investigation the different studies made throughout the years about child development through play. In the following segments, the inquiry will start from the most general studies on child development through games, the different and more prominent child psychologists and their theories, and the more recent ones. In the last segments, gamification as a teaching strategy will be analyzed and used in schools. All of the following literature will serve to back this thesis investigation.

2.1.1 Play and child development

Play can be defined as activities carried out for recreational or entertainment purposes of the people engaging in such activity. This simple part of everyday life is present in all humans despite ethnicity, religion, or geographical location. Garvey (1977) defines the act of play as "...a range of voluntary, intrinsically motivated activities normally associated with recreational pleasure and enjoyment." Play is an intrinsic human characteristic. The activity of playing can even be seen among animals, such as young lion cubs playing amongst each other, elephants playing with water, or even zoo animals playing with different toys or props given at zoos. Groos (2010) describes how other researchers sometimes try to humanize animals when analyzing their playful behavior, similar to humans. When animals are not acting by instinct but engaging in stages of play when developing, such a lion cub might play hunting with an insect before adulthood and learn to catch and devour prey. This is divided into different stages; his work also covers play among some adult animals. Therefore, even the act of play among animals has served science to determine that it is constant and present all around us. From these and even more

research and resources, it cannot be denied that play is part of nature and must have some sort of benefits for it to continue to be a part even in adulthood for both animals and humans. When hearing the term game, people generally associate it with childhood. Still, the truth is that it is an activity that manifests itself during a human being's life, from beginning to end. It never truly stops manifesting itself. It just manifests itself differently.

The act of playing as a recreational activity changes as human beings grow and develop, manifesting itself through the different stages of life transitions but never ceases to exist. In Leontyev, A. N., & Cole, M. (2019) (p. 331), it is mentioned how a child plays almost automatically as it is not focused on his or her needs, as he notes because this kind of activity will lead to a certain result to meet the child's needs. For a child, the motivation will lie in the content of the process of the activity to get the need (Liontey, 2009).

For example, toddlers may enjoy playing with colorful blocks by putting them into towers. Later as the toddler grows into a child, the child may switch to playing with toy cars, dolls, or animal toys, creating stories or other make-believe activities. As a child moves to adolescence, he or she might switch to playing video games or other games with peers. As that teenager moves into adult years, the games will still be there; there might be activities such as card games, monopoly, and others. Even in old age, that person may now continue playing games with their peers, board games such as cards, chess, and others.

Games and the act of play can be observed not merely as an activity of childhood but as routine activities throughout the life of a human being. Numerous studies have researched and referenced this activity and claimed it is an essential part of human beings, particularly a necessary component of childhood for all its positive and important effects on development. Nowadays, play is seen as a recreational and pleasurable activity, but it is required for the

development of children. Through play, children can develop physical and cognitive abilities such as psychomotor and mental abilities. Through games, children explore and understand the unknown world around them. Through play, children can acquire different skills "they acquire knowledge, relate to other people and release tensions, both individual and collective; acquire positive social skills such as sharing things, playing cooperatively, expressing emotions in a correct way" (Gallardo López, 2018). According to Vygotsky (1977) and other child psychologists and researchers, play is one of the most significant activities in childhood that will aid in social, mental, and cognitive development. To understand its role, it is important to examine the early theories of child development and the role of play in helping a child develop.

2.1.1.1 Classical Theories

The main classical theories on play go even before the nineteenth and early twentieth centuries, along with the development of psychology. According to Dockett and Fleer (1999), these theories and their proponents seek to look at what is behind the driving force that makes a child play and focuses on the physical and automatic aspects behind the action. Schiller's surplus energy theory is one of the earliest classical theories (as cited in Dockett et al., 2010). This theory says humans have a finite amount of energy for survival or work-related tasks. Since children are not so involved in work or survival activities, they have more energy to expend on other matters. So, they end up using this energy in play to balance the energy in the body. This theory acknowledges the importance of space but focuses mainly on physical play and its physical effects on the body. However, children's play is much more complex and may involve more sedentary games. Opposite Schiller (1875), another theoretician Lazarus (as cited in Dockett et al., 2010), proposes that play is used the other way around to restore energy. This theory is known as the Recreation or Relaxation play theory. While this theory relies on energy levels, in

this case, play serves as a way to restore energy that was expended on work while gathering the person's interest. These two theories were quite dominant in their time until the introduction of a third theory.

Hall proposed this new theory (1906) called the Recapitulation Theory. This research stated that when children play, they go back to the animal stage of evolution and are driven by instinct. He believes that through play, children react and start "rehearsing" the use of intuition. Just like the theory of Leontiev (2019), it serves as a way to awaken instincts to use later in adult life. But in Hall's case, he believes this behavior or play will fade as a child matures. Later these theories seem to be replaced by how play instead of looking back is a way to prepare the child for the future. Groos K. et al. (2010) argued that play was unique to childhood and faded into adulthood. He did believe that play developed a child's mental and physical abilities that will help them later in life as adults. He came to this realization based on numerous observations from animals and humans. He believes that based on his observations of human beings and animals alike force one to recognize the importance of the development of both the physical and mental aspects of a human being, as these will be preparatory ways for the everyday tasks of life (Groos, 2007)

His theory departed from the previous approaches in that he relied on analyzing types of play, including physical and sedentary, and the involvement of the child's mind and imagination. For example, the book *The Play of Man* (Groos, 2007) studies how play can develop sensory apparatus, motor apparatus, and other mental abilities. He analyzes throughout his research the types of physical space such as fighting or wrestling, imitative play, where children enact make-believe scenarios imitating adults, for example, pirates, where each child has a role to play or playing police and thieves, and other popular children's games and how all of these serve a

purpose. Groos considered all these different types of play brought great intellectual and mental development to a child besides releasing physical energy. He argues that the influence of an experiment can be felt all around in feelings, emotions, and intellect. He proposed that in games, it went more than just physical. The side effects were really important in preparing a child for adulthood. In his words, "intellectual development— becomes much more prominent than the physiological. Indeed, we found it probable that surplus physical energy is not even a condition *sine qua non*, for, in youth, the instinct for playful activity is urgent even when there is no surplus of energy" (Groos, 2010). Not only do these classical theories help us understand playing, but also, in ancient times, people of ancient cultures knew that playing had an important role in society.

According to I. Lopez Chamorro (n.d.), the act of play is more than an activity one does to get rid of feelings of boredom. It transcends these: "...through play, values of rules and conduct are transmitted. They will learn conflict-solving abilities, educate their youngest members and help develop personality traits." For example, philosophers such as Plato and Aristoteles would encourage such activities in ancient Greece. These philosophers attached great importance to how a child would learn through playing and encouraged their parents to give their children toys to help develop their minds for when they became adults.

Cultures around the world already saw the act of play as more than just a pleasant activity, even before the classical theories that explored human behavior and the development of the mind and psyche. However, classical theories of the last two centuries have contributed to later, more modern approaches. While they view play as more physical activity or one that fades as adulthood comes, their contributions and observations pave the way for other theories. Their theories gave the first glimpses at the in-depth analysis of what it means to play and its effects on

child development. As research moves to more recent times, play becomes something analyzed from the psychological point of view and how it affects all areas. But previous theories acknowledged play and its importance in a child's life. This emphasis and acknowledgments will lead the way to the child being analyzed in a more human-centered way, where all the positive effects of play on a child's mental well-being and how it impacts other functions will be explored.

2.1.1.2 Modern Theories

Nowadays, according to professionals in psychology and child development or professions focused on teaching, the act of play is seen as a recreational and pleasurable activity, but one that is necessary for the development of a child. Through play, children can develop physical, psychomotor, and mental abilities. Through games, the child begins exploring and trying to understand the exciting yet unknown world around them. Through play, children can “... acquire knowledge, relate to others, release tensions, both individual and collective; they acquire positive social skills such as learning to share , cooperative play, and expressing emotions appropriately” (Gallardo López 2018).

According to Vygotsky (cited by López, n.d), what characterizes the game is the beginning of conceptual behavior, which is guided by concepts or ideas. For children, when they are playing, they are in an imaginary situation with new unknown images to explore and solve. But this imaginary situation forces the child to define how he or she will act and proceed in such cases. Therefore, "fundamental in play is the social nature of the roles played by the child, which contribute to the development of higher psychological functions."

The act of play or a game is a way where children unconsciously begin to learn their abilities, develop particular tastes and personality traits unique to them, and even start the process of integrating into society. For example, a child interacts through play with his peers, and the

particular game has rules; here, he or she is learning to adhere to rules, follow directions, and even engage in competition, how it feels to win or lose. These are life skills that the child is learning unconsciously by engaging in make-believe scenarios. Through play, children generally make their first friendships, establishing social bonds. If it is a group game, they learn about teamwork and collaboration, rule adherence, and other psychological aspects associated with play.

This is one of the main distinctions between the classical theories against the more modern ideas. The new approaches are more concerned with the psychological development of the act of play. It is not so much a cause and effect or a way for the child to release energy. The more recent theories are more concerned with what is happening inside the child's mind to develop the different games, make-believe scenarios, or others that a child engages in and its effects. The new theories focus on play's psychological and emotional aspects, as Vygotsky (2013) states in his book. *Play And its Role in The Mental Development of The Child (Psychology Classics Book 1)*, play is a cognitive process, but it cannot be classified as such. The circumstances and the effective emotional circumstances around how to play arise must be considered. As the previous theories say, it can't be regarded as just a release of energy, nor as only a cognitive process. The emotional aspect plays a key role as well.

The act of play provides something new and exciting for a child, the uncertainty of the challenge presented to them or their own story they are creating will make them develop new abilities. According to Schousboe et al. (2013), a child can even be defined as active producers in their culture, as creative agents in their play, since it is a game they can come up with and develop and at the same time start to adapt to rules. Like a child playing with others in kindergarten, they

can be involved in group play with other children. They make up a new game and come up with certain rules. In this way, they are also developing a social identity.

For many researchers, including the leading researchers in that field, Vygotsky (2013), play is the leading source of a child's development. In his case, he believes in the preschool years. Although for him, play is not always something a child does for pleasure, but something that will give the child pleasure if it results interesting. In other words, games with a result or reward are not mere games. This goes hand in hand with the child's interests, inclinations, and personality development. A child switches games as he or she matures. A game of building blocks with colors may make a toddler attractive and fun; however, it will be boring for a five-year-old. So, the game needs to change and adapt to the child's needs as they grow and towards their interests. If there is no interest on behalf of the child, there will be no advance from one stage to the next Vygotsky (2013).

2.1.2.3 Theories of Play

As mentioned previously, the act of play or being involved in a game can be defined as the action of participating in a recreational activity for pleasure, to release physical energy, or for an incentive. This is a part of human beings regardless of age, as defined by numerous research studies. What comes to change is the type of game as a child develops into adolescence and then adulthood. Classical and more modern theories agree on the importance of play and that it is much more than just a pleasurable activity.

Playing takes center stage now as an activity crucial for child development; it is where children unconsciously begin to learn and be conscious about their abilities and develop their tastes and personality traits. In a more social sense, through play, children generally make their first friendships with other children close to their age group, where they begin establishing social

bonds. They learn about teamwork, collaboration, rule-following, and different life abilities if it is a group game. All this is done at the subconscious level, as a child is not aware of all processes that are taking place.

One of the biggest researchers on child psychology and its effects on playing was Jean Piaget, a Swiss psychologist who was one of the first to study how children develop understanding, including through play. He is still regarded as one of the main figures in developmental psychology. Many of his studies centered around children and their learning and development process from birth. Through a career spanning more than fifty years, his studies centered on how "... the mind of the child evolves through a series of set stages to adulthood." (Piaget, 1951, p. 147) And this, of course, takes into account play, its different types and effects.

All of his studies led him to believe that children think differently than adults, which was, at the time, a revolutionary concept when childhood was still being explored. His conclusion came after years of observing school children and how they learn, the type of mistakes they make, and his interest in understanding how knowledge develops. In his studies, Piaget asserts that children acquire knowledge through experiences or interactions which are meaningful to them, one of such interactions can be through games or playing. He states that interpreting play through a child's mind is difficult but can be so if viewed as an isolated behavior. In his view, it is an aspect of an activity. A specific cause can't explain the prevalence of play with children "...but by the fact that the characteristics of all behaviors and all thought are less in equilibrium in the early stage of mental development than in the adult stage"(Piaget, 1951, p. 147).

Play can be seen as an orientation of an activity in which the child is fully invested and enjoying himself or herself, which cannot always be said about work or other activities. Yet all

serve as a way of discovery and adaptation, as the child discovers the world around him or her and adapts new knowledge to the circumstances around them. Games for a child may involve motivation, curiosity, a lack of structure at times, and conflict. Another characteristic might be what he calls *over motivation*. For example, eating for a small child might be a struggle for a parent as the child is not hungry or even enjoying the experience of sitting in a chair and being spoon-fed. Still, if it is given a ludic characteristic, it might change it to a game. For example, when eating, a mother or father might mimic an airplane coming, making sounds and gestures in the air to simulate a flying plane, which will motivate the child to open his or her mouth as they find it interesting and enjoyable, thus an everyday task becomes a ludic activity. However, Piaget insists incentives are not always so with play but rather a condition usually placed by adults, especially when trying to get a child to do something. He believes "it cannot be asserted that every behavior which has successive polyvalent incentives is hereby play"(Piaget, 1951, p. 148). It is just a way an act can be transformed into something similar to play; in each case, incentives depend on the pleasure gained.

In his view, all activities can be made like a game and be used for assimilation for the child. In playing, a child assimilates all their learning experiences into how they view the world. It is a way to prepare them and later accommodate them. This is similar to Garvey's (1977) approach to child development. When asked what play is, she suggests that it is impossible to classify a particular behavior as a play activity or a non-play activity but that all activities can be carried out in a playful or a non-playful mode. For Garvey, "all play reflects a nonliteral attitude on the part of the players" (Garvey, 1977, p. 390). According to Garvey, a child's type of play will change with his or her development because of the development of new abilities and what they learn and assimilate to the world around them. All-new skills and new resources available

are assimilated and incorporated into the child's mind, changing the types of play, and their complexity as the child grows.

Another aspect to be touched upon briefly is the differences in play and how they affect gender. According to E. Erickson (1963), how a girl and boy are raised and how they perceive gender roles will prepare them for adulthood. At some point, they will play together with the same type of games, but at times due to social expectations, the types of games might differ. Yet this assimilation of the game will prepare a girl or a boy for adulthood in a specific kind of society. In his book, he also dwells not only on types of games and how gender roles play a part in the development of the child and prepare him for adulthood but also on the specific type of cultures, in his case, the observation of American Indians and the cultural clash when dealing with Caucasian peers. Even then, play can have an effect, and a child must go through a period of learning, re-learning, adaptation and assimilation. All of these aspects are similar to theories proposed by Piaget, even from a gender or cultural standpoint.

All of these theories have aspects in common; they can be summarized as how a child can learn through play in a very profound way that will transform how they view the world, and also, it is the very first experience they have when learning how to assimilate to the world. Since the different researchers tend to see the act of play as a way to learn, this begs the question of how this happens, in which scenarios, and how a teacher can best incorporate such activities in their practice.

2.1.1.4 Child Development through school

Since the new theories tend to embrace the child as an individual and see him as “..a participant in a societal collective interacting with others in different settings. (Hedegaard 2008,

p.10), the focus needs to shift to the child's motives and interests and the environment and how this can change and affect development. One of the most important social environments nowadays for a child is in school. Here is mainly where a child, while developing social rules, adheres to social norms imposed by adults or by adapting to peer social rules, and little by little, the child's personality will be created. So in a school setting, all aspects can affect children and how they grow and learn.

The concept of setting and its influence on behavior is described by (Barker et al., as quoted by Hagaard (2008), where they explain how all material conditions, in this case, the school's architecture, material characteristics of a classroom, furniture, props, decoration and more will affect a child's behavior. For the authors, one must focus on the child's activities and interests to get a child's perspective of what is meaningful or interesting to them. A child at school is given different materials to play with or materials to motivate the child to play with other children and socialize. They are also encouraged to play in a classroom by following rules when playing or creating a classroom project. This differs from playing when the child gets home since the environment behaves differently. The child usually plays differently at school than at home. The rules change, not only through context but also as the child grows. While in kindergarten, they can be free to engage in more play. As they grow older, play can be associated with recess and not so much with the classroom, depending on the type of institution. When games are added to a class, the child may learn to associate play and learning differently. Leontiev (2019) states that a child's development is tied to a *hierarchy of motives*. It is important then to see what is the most important for a child, which is at the top of the hierarchy, which will be the activity on which a child will focus more of her or his attention. For example, when a

child's "motive in school is connected to a meaningful activity setting, then it should result in academic learning" (Hagaard 2008, p. 20).

These recent theories and research point out that children can engage in meaningful activities at the top of their hierarchy of motives, interact with their peers and teacher and engage in learning. Therefore, if teachers consider a child's perspective when developing classroom activities, they need to ask themselves, which activities does the child enjoy engaging in? What captures their attention more? Although in traditional teaching, the student's motives are not always in line with the teacher's expectations or what is required, it can be left to a teacher to decide how to integrate a student to create better effective lifelong learning by looking at a child's perspective. Usually, that perspective involves games. During games or play, a child's motives can be more easily centered on the activity. A child might put all their attention on the game if it aligns with their interests and motives, so their full attention is given to the task. However, it is not always so. If the child has either no interest in the particular activity or if it is a group activity, some of the children do not understand it. In this case, it can have the opposite effect: their attention wanders off to other things making them not present in the activity or the learning, or they might disturb the other children out of boredom or frustration. So, it is important for the teacher who will introduce a game to take all of these factors into account to provide the best learning experience that captures the motives and attention of the students to make learning through a game effective.

2.3 Gamification

Education will always have value in society. Education has always been the pillar of cultures and ancient and more modern civilizations. Since ancient times, education has had an essential cornerstone, from ancient Greek philosophers who surrounded themselves with students

who wanted to understand their theories of human existence as gurus or teachers in Asia who taught their students about the legends and patterns to follow for society. As it has evolved, education has become centered in the classroom, with the Monday to Friday from a 5–7-hour range familiar to most, at least in the West, and as globalization progresses, it has spread. Most countries around the world follow this path.

The studies of different psychologists in the educational field focused on children and adolescents have provided their knowledge to improve how a child learns, acquires, and develops understanding to enhance learning and promote healthy emotional growth. This latter is essential in recent years. Such studies give a great insight into education and how it works, where it can be seen that the act of play is prevalent. For example, Soviet pedagogues incorporate numerous real and imaginary play activities into preschool and school curricula. As children age, "...increasing importance is attached to the educational benefits of role-playing games, in which adults act out roles common in adult society." I. López Chamorro (n.d.).

According to studies, there is no difference between playing and learning for children, or at least not at first, as play is a spontaneous activity in the development of human beings. It is easier for a child to learn through play since when done with motivation and all their attention, the results are optimal, and this learning can be transmitted to other situations. That is, the learning the child acquires will be long-term learning, which is why including games is so important when learning. "...game creates a zone of proximal development in the child. During play, the child is always above her average age, above her daily behavior" (Vygotsky, 1979). Given all its aspects and importance, how best to use the game in education is now essential to enhance learning. This means that a specific time should be devoted to letting children play as they learn. For this, how the school curriculum is structured has to be changed. This has been the

case in recent decades with gamification techniques. And in more recent years, it has been done through digital gamification, with computers, laptops, phones, and tablets inside the classroom.

What is gamification? It can be defined as learning through playful ludic activities. According to K, Kapp (2012), it can be a bizarre world, but children seem to get it naturally. The author says, "When my son times himself to see how quickly he can rattle off the definition of economic terms as a study technique, that's gamification. When my son sits down to learn algebra in a first-person game, that's gamification." Gamification can be an ideal way to learn with their permission to fail and try again, "the encouragement of out-of-box thinking and a sense of control." K, Kapp (2012). Gamification has been on the rise not only in classrooms but around the world due to the level of satisfaction of its users. This extends even to adults. According to K, Kapp (2012), Gamification in a digital sense is related to video games that, with all of their modern traits, have caused such an engagement and huge amounts of followers that it has become a trending topic. Game design has gone from being left to companies dealing with game consoles to its designers being hired by educational companies, where they can develop software intended for learning and developing according to age and other factors. All of these are used to change health behaviors and motivate at-work behaviors. He believes, like other researchers, that teachers or users should be cautious not to "add points, rewards, and badges to everything we do" (K, Kapp, 2012).

Gamification should be for a specific place, time, and topic. As he states in his book, "while we can benefit from the thoughtful application of gamification techniques, not every learning activity has to be a fully-fledged game" (K, Kapp 2012). Games should aim to create engagement and even challenge users within a specific time frame. Gamification can also be used for children to keep them motivated, engaged and happy, as emotional health has been coming to

the forefront more and more. According to J. McGonigal (2011), The computer and video game market of today is going into the field of positive psychology when even trying to provide emotional rewards that can be long-lasting through games to create good emotional health while at the same time being cautious with not developing an addiction to games. Even when designing games for a classroom, game designers keep this important factor in mind that goes hand in hand with mental health and its impact.

The development of the brain in a healthy way m, in a healthy, engaging environment will determine many aspects of a child for when they become adults. According to J. McGonigal (2011):

Data gathered from a century of research in the science of learning, known as cognitive science, show that using different forms of engagement helps create optimal learning experiences. This research is enhanced by novel findings in neuroscience that show *how* we learn is as important as *what* we know. Science, it turns out, is on the side of inherently playful learning! We are designed to learn alongside others through doing, interaction, and practice. (J. McGonigal 2011)

Later in the book J. McGonigal (2011), it is exemplified how gamification can create an environment that will allow a child to try again if he or she fails, just like a videogame. However, the goal is not even to win per se but to become better to compete against either the child again he or herself or others healthily. According to one of his studies with a fellow teacher that used gamification during classes, "it is not about the game but rather the process of exploration and discovery that makes playful learning powerful" (L. Portnoy 2020). With gamification, a student can try again and again without the fear of failure that something like a graded practice would. It

takes away those inhibitions and is always for playful engagement learning. At the same time, children in a classroom can connect with others through this activity while developing new skills and abilities. L. Portnoy (2020) states that instead of a one-size-fits-most approach, the act of play will allow players or students to grow in a friendly environment, as when a child or teenager is playing, he or she is more at ease. When a student can be more at ease, it allows the mind to be more playful, giving way to exploration, curiosity, and discovery.

In some students, all this pressure and expectations offer a single opportunity, and a grade can reduce their ability to learn and make them anxious. This contrasts with traditional learning modes that give one chance, say, a graded practice. In her book, L. Portnoy (2020) mentions how the steroid hormone cortisol can be good for handling blood pressure. Still, when triggered by stress, like in a classroom, it has been proven to reduce the ability to focus on anything other than a perceived danger. This can be applied in a school with stressed students standing before a graded practice. If given a game instead of a game project, tensions can ease and allow creativity and engagement, producing a genuine effort to flow.

This is why gamification is so heavily used today. According to L. Portnoy (2020), one of the best ways to introduce gamification in the classroom is through a series of stages. The teacher has to guide the student and give the game rules; later, the students will play automatically, following the rules. The next step is to divide gamification according to age group, level, and subject. Once this is achieved, gamification should include three distinctions: the *social-emotional aspect*, the *cognitive aspect*, and the *physical aspect*. As mentioned before, gamification in the classroom can't be just a game. It is not free time but rather taking the subject curricula and applying it *through* a game. For example, an activity that might be interesting and engaging to a student in the first grade of school, such as painting by number, and matching lines,

is a great tool to teach psychomotor skills. It would not be suitable for language learning or high school students. Such an activity would result in being boring and non-engaging to a teenager. It will appear "silly" or "useless" to them.

Therefore, a teacher must adapt gamification tools according to level and subject. Not only that but also according to the abilities and skills the teacher is trying to teach. Is a teacher trying to develop grammar skills or vocabulary skills? The answer would entail two different gamification activities. A teacher must have in mind the question: *how to teach?* As well as *what I am teaching and how will I teach it?* All these can help the teacher examine the curricula, adopt a particular skill topic, and turn it into a gamification technique. A game needs to be part of a lesson plan developed previously, where the teacher knows the rules, how to apply them, the approximate time it will take, and use it correctly to have the desired impact. A random game is just a game; curriculum aspects of a given subject applied through a game are gamification. For gamification to succeed, it has to be planned and the emotional aspect, the cognitive aspect, and the physical aspect taken into account to create student engagement and effective, long-lasting learning.

2.4 Teaching Writing ESL

After evaluating the different classical and modern theories of play and learning. A student of any particular age must be engaged in his or her lessons to learn effectively. Based on all-new ideas and findings, an engaged student that takes part in their learning process is a student that will learn more effectively and develop lifelong learning. For this reason, it is important to know how a student can feel more at ease in a classroom and the different ways and styles that help a student develop more effectively. It is also important to consider how a student

learns a second language. In the case of this investigation, it has to do with how a student learns to write English as a second language.

Before dwelling on how to teach vocabulary to a student, it is important to teach vocabulary correctly to provide an ample selection of words for a student to develop a particular topic. Before jumping from simple sentences to paragraphs to compositions, it is important first to strengthen their vocabulary. According to M. Lessard-Clouston (2013), vocabulary can be defined as the words of a language, which include not only words or single items but phrases, chunks, or combinations of several terms to convey a specific meaning. Recently there has been a resurgence in vocabulary teaching due to the development of different more word-centered teaching approaches. However, going from a learning methodology to applying vocabulary successfully in the classroom differs.

Therefore, when teaching a second language, it is important to start adding grammar basics that will guide the students in producing and with their own words to which they can make and apply the grammar rules. Developing an intensive vocabulary is crucial for students to advance in learning a second language, in this case, English. If a teacher focuses only on grammar, students might learn the right patterns to form sentences in English. Still, they will become stuck, unable to produce more about other topics or express different ideas. As M, Lessard (2013) put it in his book *Teaching Vocabulary*. Vocabulary is essential when learning a second language. TESOL International Association defines vocabulary as central when learning another language: "...without sufficient vocabulary students cannot understand others or express their own ideas" (M. Lessard 2013, p. 2).

In recent decades, the shift has gone from mere grammar with some vocabulary here and there, including vocabulary, to developing a student's knowledge of a second language. As Swan

et al. (2002) mentioned, vocabulary acquisition is the largest and most crucial factor and element a language learner faces. However, just throwing words here and there is not the answer.

Building a vocabulary list that applies to a particular grammar concept is important. It is best if both go hand in hand. Therefore, a focus on a topic is fundamental. Once a specific topic has been established, Swan et al. (2002) are important to help the student start connecting form and the meaning of a word or more closely related words. For a student to do so successfully, they must acquire a range of new words that they fully understand the meaning and context. Later the student will be able to recall some of them to make new patterns to produce more in writing.

Although many language courses are still planned around grammar, vocabulary use has taken center stage. When a course is based on grammar, it gives the sentence structure for the language to a student and organization when producing in such language. Therefore, vocabulary was seen as just a collection of items or words, so the rules were more important than the object. But new concepts such as lexical syllabus, a syllabus based on most common English words or *lexical chunks*, provided students with more fluency than just a grammar-based course. These new concepts are part of what is considered the science of *corpus linguistics*. Corpus linguistics can be defined as "... a methodology that involves computer-based empirical analyses (both quantitative and qualitative) of language use by employing large, electronically available collections of naturally occurring spoken and written texts, so-called corpora" (Gutenberg-Universität Mainz, 2021).

The role of corpus linguistics, aided by technology, has raised awareness of the importance of vocabulary, particularly common words, and its role in helping a language learner gain more fluency. It has aided in a better design for English textbooks and syllabuses by analyzing data of English and the most used words or vocabulary, which can help a student learn

how to gain vocabulary. While this science is more of data collection, it is an important tool for analysis and development. Thanks to this tool and recent research, even though an English course may seem grammar-based, vocabulary is not an extra but a key component of a unit. For example, a course book might say that the first unit to be studied by a student will be the verb to be, in the area of grammar, while emphasizing professions and places as vocabulary. In contrast, it was only grammar and two or three words. These combinations focus on a particular grammar topic (present simple), accompanied by the specific vocabulary (professions places) while providing ample opportunity for students to develop and produce different sentences using the combination of the two.

According to S. Thornberry (2002), knowing the meaning of a word is not just knowing the definition according to a dictionary. Still, it is also important to know what other words it might be associated with, such as connotations and cultural accretions. Now when teaching vocabulary, after learning, the focus of a unit is knowing how to teach the list of words selected. Then a teacher must also deal with the next step, which would be the difference between receptive and productive knowledge. While a student might start understanding the particular words listed in the unit, this will be receptive knowledge. Even though they know the bad words, they might not be comfortable using them in sentences. This differentiates receptiveness from productive knowledge. It is a gradual process from a student being presented with a particular word, how it is pronounced, how it is written, the word's meaning, the word's context, and the word's collocation in a sentence (if it goes after or before a subject or verb for example), the word's frequency of use and other aspects before a student may feel comfortable producing with said word.

All of these aspects are what is known as the mental lexicon. This part of the brain that deals with language associate a word with its meaning. It is more meaning-based than form-based or morphological. A mental lexicon is an overlapping, developing system in which words are sorted into entries containing information about meaning and form (S. Thornberry, 2002). Therefore, when acquiring one language, the brain uses the foundations of the first language in almost the same steps. For example, a small child may learn a new word such as cat. The child will label the animal cat but then sees other animals such as a dog or a rabbit and may call them cat, categorizing the animal with the word. The child must learn to add more categories to the language so that each animal has a specific name. Then when learning the first word for food, the child may label all food using the same word, for example, milk. The child must understand that all foods are not labeled milk, but each has a name, and in the brain, the main category will become foods as the child grows, develops the brain, and acquires more language.

This is a use of categorizing skills that are also used by second language learners when learning new words, just that in their case, they already have a first language with definite concepts and categories formed from childhood and exposure to smells, sounds, objects, and more and the teaching by the caregivers. Therefore, for a second language learner, learning new categories for new concepts and constructing a concepts network or lexicon. While it may be easier since a child or adult already has a first language and does not have to start from scratch making the associations with words and concepts, the language learner may use new words and link them with an equivalent in their mother tongue, which is a type of mental translation. This, thus, may cause errors with what can be referred to as '*false friends*' ' which are words alike in two different languages but with different meanings. Such as the word Spanish *carpeta* means

folder, and *carpet* is an element found in a living room. Apart from "false friends," a second language learner may find words with no equivalent in their mother tongue.

While it is often said that a language learner should know at least 2000 most common English words, other scholars might argue that at least 100 high-frequency words exist. It is important then to give exposure to many new terms to a language learner, but also centering around their needs. For example, if a student is to take the Cambridge Certificate Examination, they should know at least 5000 words even at the knowledge level, not the product level. One of the best approaches could be to teach varied words in different word family classifications covering various topics such as conversation, arts, science, daily life, and others. Nowadays, most researchers recommend at least 3000-word families. This can make up at least half of the words a native speaker uses daily and would provide the language learner with enough understanding of everyday texts or when listening to everyday conversations.

Nevertheless, it is important to help a student know the vocabulary and the importance of depth when learning new words. It is important to have a concept of receptive knowledge and product knowledge, helping a student know and use the terms accordingly. This can only be done through a lengthy process and different teaching techniques. But in the end, it can all come down to the learner's needs and amount of time with exposure to the language, including incidental learning, which can happen to people who read a lot. And, of course, help the student to remember the words.

Some techniques that teacher may use can be a repetition of newly acquired words through written practice or oral repetition, retrieval practice effect such as using the new term in sentences, spacing which involve presenting new words over time while reviewing the words

already studied, which takes into account student's needs and pacing to ear new vocabulary among others. Also, motivation alone from a student may prompt him or her to spend more time rehearsing and practicing new vocabulary, which can result in a more long-lasting learner, that is, a student involved in his or her learning. And another technique is called attention or arousal, which means a high degree of attention that will result in an improved recall .S.Thornberry (2002), a method that considers how students learn and how they learn best a technique touched upon by *gamification*.

A teacher can also improve new vocabulary acquisition through tasks and strategies to organize new vocabulary, give language learners time to remember new words, reinforce new vocabulary, and continual exposure to those words. For sources of terms, a teacher may use a textbook with the vocabulary words provided or perhaps materials such as lists related to a particular subject such as places, clothes, professions, fruits and vegetables, months of the year, parts of the body, types of animals, and others. A teacher may also look for specific vocabulary books to teach vocabulary, or the teacher may go to a less direct route and instead choose, for example, a particular book or novel according to language learner level and as they read or before they start the reading, provide the students with a specific vocabulary list they will be using continually. The more the teacher explains and gives students practice and exposure to the words and tasks where they need not only to comprehend the word but use it accordingly with a myriad of tasks, the better a word might be acquired into long-lasting learning.

Chapter III

Methodological Framework

3.1 Type of Research

The following thesis investigation follows a specific type of investigative approach. An investigative approach can be "to inquire into a situation or problem.... thoroughly; examine systematically, esp. in order to discover the truth" (Reverso Dictionary, n.d.). Using a specific approach when conducting research or investigation allows one to take a specific topic and delimit it to the topics required to have more accurate results and answer the original questions. For investigations, there are too many types of investigative approaches: the quantitative investigative approach and the qualitative investigative approach.

The quantitative investigative approach answers definite and clear questions that answer the investigation, why, and how. This approach is used mainly to explore events, a set type of population, and facts, among others. The quantitative approach can then be applied to these types of subjects to compare and contrast, for example, two different types of populations, categorize them, figure out the cause and effect of a situation or phenomena, and establish links between possible variables. This investigative approach is mostly concerned with structured data that is mostly unchanging and will provide solid results. It is concerned with statistical analysis and data collection of surveys and experiments which will provide exact data, such as the case of populations. It can observe a specific type of population, divide it into two categories and get more exact results that can be expressed through numbers (Ahmad et al., 2019)

On the other hand, there is the qualitative investigative approach. This approach focuses on "... certain understanding phenomena, exploring them from the perspective of the participants

in their natural environment and their relationship to the context" (Sampieri et al., 2018, p. 390). Using the qualitative investigative approach, an investigator will examine how certain individuals or groups perceive and experiment with the world around them. However, instead of providing rigid numbers of data, this investigative approach will consider points of view and interpretation on behalf of the participants. Therefore, this approach tends to be less rigid and open to new interpretations and variables. It uses smaller numbers of people; usually, data cannot be expressed as a number.

In the case of this research, the approach will be the qualitative investigative approach, to be applied in the area of education, in a specific group and specific level, in this case, a group of 8th-grade students during their Language Arts or English lesson at Saint Peter's high school during the first quarter of 2022 using the teaching strategy known as gamification.

3.2 Research Design

A researcher conducting a specific study is usually a way to find the explanation or the answer to a question. The researcher aims to understand the "why" of a particular topic. For the following investigation, the qualitative research method will be used. It would also be used alongside the descriptive research design approach. This approach involves using a certain amount of qualitative and quantitative research methodologies to collect enough data to help solve the research problem. Although the descriptive design research approach is more in line with the quantitative research, this approach is valid for this investigation since it will be used for descriptive purposes. When the descriptive design approach is applied, it aims to obtain specific information and data, usually applied to a situation or population, for example, in this study's case, a certain group of students. When using data collection methods, they usually involve a focus group. For this investigation, a group of high school students, documents to collect data and

observations of a specific event, for example, the lessons of language arts the students receive. All of this data collection must be meticulously recorded and further analyzed. When using this approach, the research may also use different methodologies to investigate the variables. Therefore, it is important to mention that the research will not control or manipulate such variables. They will only be identified, observed, and measured.

The other approach to be applied in this thesis investigation is action research. This is an educational approach used by teachers and other educational practitioners or professionals to examine and improve their teaching. Through action research, the teacher will go through a process of self-evaluation, self-monitoring, and self-reflection, which can sometimes be hard on everyday lessons since the students and the teaching curriculum demand most of the teacher's attention. Because of this, action research provides an opportunity for the teacher to have more documented and analyzed reflections to improve his or her teaching. Thus, after engaging in such a process, a teacher can transform the quality of their teaching and classroom practices into better student engagement and more effective learning.

When engaging in action research, it is important to remember that several individuals take it with a common purpose, based on a given situation or context, to create solutions to problems. The participants make its result and data collection analysis and their subsequent interpretation. This involves a process where data is collected and analyzed, and a teacher's curricula, plans, and others are given feedback, changes, and improvements that are gradually implemented for problem solutions or enhancements. Findings are not conclusive but are part of a process or improvement that takes time. It is meant to create new forms of understanding and implement them to create a better teaching experience (Clark, n.d.). In the case of this thesis investigation, action research will serve as a way to improve teaching practices in the classroom

when dealing with the group of 8th graders in the Language Arts classroom and the subsequent application of the teaching strategy of gamification. The data collection done through surveys, class observation, and application of practices, as well as the feedback from the teachers at Saint Peter's High School, will serve as a way to implement better teaching strategies and solutions to problems that may arise during the investigation

3.3 Information Sources

Sources of information for data collection are essential for any research. An information source can be a person, thing, or place from which information can be obtained or gathered. (IGI Global Publisher, n.d.) Information sources for an investigation can be classified as primary, secondary, and tertiary. Primary sources "contain original first-hand information. They are the result of ideas, concepts, theories and research results" (Maranto Rivera et al., 2015). These sources contain information of what could be called direct nature, which second parties have not interpreted. It can include books, publications, reports, testimonials, videos, and recordings, among other types. In the case of this investigation, the primary source will be the students, recording through surveys and interviewing their first-hand experiences using gamification during English lessons.

Secondary sources contain information processed, reorganized, or synthesized by another entity or person. These sources are used when there is no access to a primary source, for example, if the source is unreliable or the researcher has limited resources. However, using a secondary source allows confirmation of any investigation findings or allows the possibility to expand the data collected from the primary sources. (Harvard Library, n.d.) In the case of this investigation, secondary sources will be the English teachers from Saint Peter's school, specifically 8th grade Language Arts teachers. Through data collected through class observations, surveys and

interviews, their experiences and feedback will be analyzed as secondary sources regarding the implementation of gamification during their lessons.

Tertiary sources are used to "...collect sources of information from primary or secondary sources. These sources are used to search for data or to get a general idea about a particular topic (Maranto Rivera et al., 2015). These can include bibliographies where there are references to other documents. When using this type of source, the appropriate sources must be chosen carefully to carry out the investigation correctly and verify that the sources are up to date, impartial, coherent, and if there are opposing points of view between authors. For the tertiary sources, different documents and bibliographies that refer to game theory and gamification will be used to correctly interpret the primary and secondary sources used to conduct this study.

3.4 Analysis Categories

A variable in an investigation can be defined as "...specific properties of the object of study in an investigation. They are directly related to the objective, and it is what we will try to measure or analyze" (Black, 2022). When engaging in an investigation, defining the variable is an aspect that may vary or change value during the investigation but should be identified beforehand. It may assume numerical values or be classified into different categories. Identifying the variables will allow the investigator or researcher to measure and explain variations found during the investigation timeline.

On the other hand, analysis categories are a methodology strategy used to comprehend the subject of study. Constructing these as well as the variables goes according to the researcher. This process will be tied with the objectives of the investigation, then divided into categories. Rivas-Tovar, Luis Arturo. (2015)

Some variables present in the following theses investigation include writing and vocabulary.

3.4.1 Writing skill

Writing can be defined as "the activity or skill of marking coherent words on paper and composing text." Oxford University (2021) In the case of language learners, this will be a process of integrating the second language (English) along with grammar rules and vocabulary to produce coherently in a second language.

3.4.2 Vocabulary

Vocabulary can be defined as all the words in a list or set of words used by a person of a language. Lestari (2015) In the case of language learners, this represents words in English of a specific topic to help them learn more and price more, written and orally.

3.4.3 Gamification

Gamification, as defined in its use in education, can be defined as "...a developing approach for increasing learners' motivation and engagement by incorporating game design elements in educational environments." (Dichev, 2017)

Gamification's use inside the classroom has been more widely used in the educational context recently to teach and engage students while they learn. It is increasingly used as a digital learning tool, given all the technological gadgets used for teaching and the increasing reliance on technology as a society.

3.4.4 Teaching strategy

Teaching strategies can be defined as "...the practices teachers use to engage their students in better learning." (teachmint@wp, 2021)

This task is required for all teachers, which must analyze which teaching strategies best suit the class, the program, and the students to advance and get optimal results. A teaching strategy involves planning and implementing different teaching methods to serve as students' learning pathways.

These will be possible variables through the investigation since employing class observations, surveys, and data collection and analysis, the effectiveness of the student's learning will be measured, but it can be prone to changes. Therefore, they will be considered variables and gamification as a teaching strategy. How well the students in the group learn, follow and develop vocabulary and writing skills will be one of the variables and if the gamification tool will enable them to do so more efficiently.

3.5 Data Collection Instruments

In the case of this investigation, data will be collected through the following stages:

- Class Preliminary Observation:

For this activity, the researcher will attend a class with the sample unit, the students 8-2. The researcher will sit in the corner of the classroom and take notes on several aspects of the class, from the teacher's interaction with students, the way the teacher starts the class, and many classroom activities or habits that the students do during their English or "Language Arts" lessons. Also, during this observation, the researcher will try to measure some of the English levels of the students as well as other factors such as learning difficulty or disciplinary issues which might affect when doing the activities and thus the final results.

- Pretest:

The pretest will be a small diagnostic test given to the students of 8-2 from Saint Peter's High School. The student will be given a small test regarding composition parts such as topic sentences, supporting sentences, and a small composition construction exercise. The main goal of applying the pretest will be to have a diagnostic of the students, to test their previous knowledge, what they know about the topic of writing, in this case, what they know of the topic of writing a composition, and what their divisions are. The students have to fill it in without help other than clarifying the instructions to tell how much previous knowledge they have or if they have no knowledge. This will also serve as a way to measure other aspects such as organization in writing, grammar, and spelling that will be measured in the composition exercise. This diagnostic will serve as a starting point for the rest of the activities to be applied. All pretests will be graded, and their results analyzed to make a general observation of what the students know, what they do not know, and English level, among other aspects.

- Class Activities:

There will be from 4 to 5 classes to ensure enough observations from the researcher and topics covered and activities for those topics for the students to practice before applying the final post-test to gather more information on the overall results from this investigation. The different activities will be brought during the classes to collect data and results from the students. In the school chosen for the investigation, the students have access to the internet and gadgets such as cell phones or laptops provided by the school. Therefore, the

gamification activities that will be applied throughout the class observations will be done using these online gamification tools with the students.

- Class #1

Focused Instruction:

The researcher will introduce the topic of Parts of a Composition to the students using a presentation. This includes the *Hamburger Method for Composition* writing and the topics such as *Topic Sentence, Introduction, Development, and Conclusion* and how to use these when writing a composition. Students will take notes, and researchers will ask students for comments or ask if the students have questions to ensure student understanding.

Guided Practice:

Students will do a small online activity with the teacher where they have to review what was just explained using an online tool projected on the board. The game will be done on the online gamification platform *Wordwall* and consists of a hamburger and several text squares, with each part corresponding to a part of a composition. Students have to raise their hands and point where each square goes.

Individual Practice:

If necessary, students will proceed to do two online activities by themselves using either their phone or an electronic device provided by the school. Students will be given the link projected on the board of two different assignments on two different platforms, both gamification activities that will test their knowledge on parts of a composition with points and a leaderboard to make it

more interactive. One will use the gamification platform *Wordwall* to test their knowledge of definitions of parts of a composition. The other activity will be using the gamification platform *Quizizz* where they will be tested with the parts of a composition and what they do. They will do this activity together to measure their scores on the board.

Closure:

The researcher will project the results on the board to see who got the highest score and check some of the exercises in case there are mistakes to ensure student understanding.

- Class #2

Focused Instruction:

Students will be given a worksheet called *Steve Jobs and Apple*, a reading comprehension exercise that includes a list of vocabulary words related to the reading. The researcher will proceed to read this with the students, trying to use context clues so they can understand the meaning of the vocabulary words. The researcher will not explain the words but will ask the students to look at the context of the text to figure out the meaning of the words.

Students should take notes with some of the vocabulary words, circling them and writing down the definition of any new word besides the vocabulary words in bold.

Guided Practice:

Students will do a comprehension exercise using the same worksheet and words. This will be done together to clarify the meaning of the words and the reading. They can do it alone or

alongside the teacher (the students with the A1 or A2 levels), discussing the word that goes in the blank and the words in bold next to it to ensure understanding.

Individual Practice:

If necessary, students will proceed to do two online activities by themselves using either their phone or an electronic device provided by the school. Students will be given the link projected on a vocabulary game puzzle board they must complete before the time runs out. The online gamification platform, *Wordwall* will be used to match the vocabulary words with the correct definition. This will be done to use gamification, measure vocabulary understanding, and correct new words' spelling. This is also a friendly competition with a leaderboard with a time limit of 7 minutes, and there will be a small chocolate prize for the three first places.

In the next activity, students will work by themselves as well. For this activity, the students will play Balloon Pop with the same online gamification platform, *Wordwall*. For this activity, they will work with the words in bold and the vocabulary word bank used in the worksheet. The students must click the link and look at a series of train wagons and balloons floating on top. They pop the right balloon at the right time, so it falls on the wagon to get the points. This also has a time limit and a leaderboard. Again the three first places will get a small chocolate prize.

Closure:

The researcher will project the results on the board to check the answers and see who got the highest score. The researcher will give a candy prize to the three first places in this case.

For all of the activities mentioned above using gamification, the online platforms will record the student's results, which answers they got right and wrong for each question, which will also be used later for data analysis.

- Class#3

Focused Instruction:

For this class, the same material will be used to do further assessments. The researcher will ask the students to remember the last class's reading comprehension test. They will be asked different questions regarding the reading. The researcher will also write some vocabulary words on the board and ask the students for the meaning to clarify and ensure student understanding before continuing with the class activities.

Guided Practice:

Students will do a small online activity alongside the researcher where they have to review the parts of a paragraph (studied previously) as projected on the board on the same text as the class before. The teacher will call the students and ask which text bubble goes where in the image projected to test if they remember the topic sentence, introduction, body, supporting sentences, and conclusion studied and assessed with gamification tools.

Group Practice:

Students will now work among themselves again using a gamification tool. They will be divided into two groups. The researcher will project a definition of a vocabulary word or part of the

composition terminology studied on the board. Students will discuss in their group which terminology or word it is, and one of the students must rush to the board and write the word. If the word is correct and spelled correctly, the group gets 1 point. The group that reaches 5 points wins and gets a small chocolate prize.

Individual Practice

Students will proceed to do a game on an online platform called Kahoot using their own devices or provided by the school if necessary. Here they will compete against each other, answering as fast as possible and correctly answering the reading comprehension test questions and some vocabulary words. There will be a leaderboard and a small chocolate prize for the three first places.

Closure:

The researcher will proceed to ask the students if they have any questions regarding the text or the vocabulary words and ask how they felt with the assessments before dismissing the class.

- Class#4

Focused Instruction:

The researcher will write two sentences on the board. (Subject, predicate, adjectives, nouns, adverbs, or prepositions.) The researcher will ask the students for the sentence parts that they can identify.

1. *The fat cat is snoring loudly.*
2. *The green chair is behind the pink table.*

The researcher will evaluate students' answers and point out the different parts of a sentence and how they should be ordered as a quick review of sentence structure before proceeding with the gamification activities.

Activity #1

The students will watch the following video, in which the researcher will pause and ask the students to organize some scrambled sentences as they project on the screen. The students will raise their hands, or the researcher will call them so they can say or point out to the researcher the right order. The researcher will then click on the right answer, and if there are any incorrect answers, the researcher will show the correct answer and why it must go in that order. For example, why the adjective must go after the noun or the subject should go at the beginning of this type of sentence, etc.

Individual Practice

Using their electronic devices, the students will be given the link to an online game where they have to rearrange scrambled sentences as they appear on the screen. They have 10 minutes to organize the sentences as they compete. There will be a leaderboard and a small chocolate prize for the three first places.

Group Practice

There will be no technological devices for this activity but a more traditional gamification activity. Here, students will be divided into two groups. The researcher will project on the board a sentence that can be right or wrong according to sentence structure in English. Students will discuss what is

correct in their group, and one of the students must rush to the board and write *correct* or *incorrect*. If they answer correctly, the group gets 1 point. The group that reaches 5 points wins and gets a small chocolate prize.

Closure:

The researcher will proceed to ask the students if they have any questions regarding the topic seen and thank them for their participation before ending the class.

- Post-test:

For this final examination to gather necessary data for further analysis, a small test will be given to the students using all the topics studied, from parts of composition as well as a definition of parts of a composition, reading and vocabulary, and sentence structure as studied in the other classes.

Some parts of this post-test will be similar to the initial pretest to track students' understanding of the topics studied and practiced with gamification. The topic of the reading and vocabulary words will also be included to test what the students understood and retained with all the gamification activities applied throughout the two weeks and the classes. These results will be analyzed to determine the student's advanced understanding of the topics.

The post-test will also include a set of questions regarding their personal opinion on gamification, if they enjoyed it, and how it made them feel. This will be done to have results and include the

students' feelings regarding using gamification in a classroom.

3.6 Collection Data Process and data analysis

Data collection can be defined as “..the process of gathering data for use in business decision-making, strategic planning, research and other purposes. It's a crucial part of_data analytic applications and research projects: Effective data collection provides the information that's needed to answer questions, analyze business performance or other outcomes, and predict future trends, actions and scenarios.” (Stedman & McLaughlin, 2022)

For fields such as research in education, “... data collection is often a more specialized process, in which researchers create and implement measures to collect specific sets of data.” (Stedman & McLaughlin, 2022)

Therefore, data collection is a process that will enable the researcher to test a hypothesis or a research topic. The instruments used must be appropriate for the chosen research topic and the sample population to which it will be applied; otherwise, they can nullify an investigation.

To collect data, the researcher must have the right instruments and a defined sample population to which such data collection instruments will be applied.

For example, if it is a survey, it is important to apply it to all the participants in the sample and then proceed to synthesize said information. This always follows the same procedure: once the data is collected, it must be analyzed to generate a report, a graph, or other illustration of the results analyzed.

For this investigation, the data will be collected through a pretest, class activities to be developed using gamification, and a post-test to measure the impact of gamification on writing and vocabulary.

In the case of this investigation, data will be collected through the following stages:

- **Class Preliminary Observation:** The researcher will first observe the class assigned and the teacher in charge. In this case, the group of 8-2 from Saint Peter's High School and their teacher as they start their lessons in the English language, in their case "Language Arts." Here the researcher will do a preliminary observation of how the students interact with each other. Their overall English level, class atmosphere, and other aspects might influence this investigation's outcome. The observation will also include a preliminary observation of the teacher and how the teacher usually conducts the lesson, how the lessons are introduced to the students, the topic, instructions, and guided practice, among other activities.
- **Pretest:** a pretest will be conducted on the group of 8-2 from Saint Peter's High School, where the student will be given a small test with regards to composition parts such as topic sentence, supporting sentences, closure, the definitions, as well as a paragraph construction exercise. Other aspects will be evaluated, such as grammar and spelling, organization, and whether the students follow the instructions. The researcher will do this to measure the student's previous knowledge of the organization of their writing.
- **Class Activities:** After this, the researcher will proceed to plan a set of activities concerning writing, vocabulary all with the use of gamification techniques during two separate observations where notes will be taken as well as an analysis of student's results

(measured through online gamification platform analysis and results of student's answers and participation).

- Post-test: After these activities are conducted, the researcher will give a post-test to the same sample population group of 8-1. The data regarding the student's knowledge after the activities will be measured to analyze the results from the application of gamification.

It is also important for the researcher to observe the lessons and interact with the students to measure other factors such as individual level of English, class participation and engagement, learning disabilities, class behavior, and technology knowledge, among others that can influence the results of the investigation. These different processes will be used to track the students' initial knowledge of the topics and if progress is made through gamification, as students do different practices with the topics. The post-test will be another data collection technique to measure the results.

Chapter IV

Data Analysis

This chapter will deal with all the observations carried out for the 8th-grade students from Saint Peter's High School during the second trimester of 2022 and the subsequent results and data collected. This chapter is essential to understanding the final results as the researcher will describe all the instruments, processes, and activities used and applied to the students in detail. This will also cover all the collected data and the information gathered, which will ultimately answer the questions at the beginning of this research project. The results of an investigation allow us to see the final product after all the steps previously mentioned have been undertaken. In the case of this investigation, the results will be taken from the information collected through the various observations done on the group of students of 8 2 using gamification techniques.

4.1 Analysis and Interpretation of the Results

For this section, each of the steps taken to collect data will be discussed one by one, such as the pretest done on the students prior to the observations, the description of each of the observations done, and last, the post-test and survey given to the students.

4.1.1 Initial Observation

For the first observation of the group, the researcher visited and observed an English class in 8th grade, in this specific case, 8-2 students at Saint Peter's High School, in charge of Teacher Erick Camacho. The class is divided into two half an hour periods, and then the students get a break. Their English lessons are called Language Arts, and they receive fourteen lessons a week. The researcher observed the teacher's class using a teacher and student observation checklist during this class. At the beginning of the lesson, the researcher first focused on the teacher and his methodologies for class instruction as well as behavior and class management in general and how it impacts the students using a checklist with different criteria. For the other part, the

researcher used checklist criteria to measure the students' reactions to the teacher's leadership style and class topics.

Regarding the teacher and the first criteria on the checklist, it can be observed that the teacher does not introduce the topic immediately but rather begins by probing the students, asking them questions, and giving them examples. He gets their students' attention through questions, making them curious and letting them explore what the class could be about. This promotes class participation.

According to the third point on the checklist, the teacher introduces the topic through a presentation projected on the board. The presentation has more questions again to promote class discussion and participation from the students. After the presentation, the teacher assigned a digital practice, so students were asked to get laptops from the school or to use their own, or also their own digital devices such as tablets, iPad, or cellphones to work on the practice. The practice included the topics seen, asking the students to make sentences. The teacher kept the students' attention throughout the lesson by engaging them with questions and never giving them all the topics, so they could discover them by themselves and challenge themselves.

Regarding the student's behavior checklist and criteria, it goes as follows. The students generally paid attention, but some got easily distracted or began talking, so the teacher must ask them to be silent. Another factor is that they get their devices out and start messaging others now and then if they lose concentration, so the teacher must be vigilant at all times to check that they follow class rules and keep their devices off. Regarding the student's understanding, most of the classes have an intermediate level of English. Some students are more advanced, and some are at the beginner level. For this, the teacher goes to the student's desk and clarifies using Spanish or

lets the student work with simpler exercises, for example, making simpler sentences. The students, in general, work by themselves and participate. However, for example, several students, mostly girls, seem to be shier and rather wait for the teacher to pass by to ask questions instead of raising their hand. While their English might not be so advanced, other students approach the teacher to ask questions. Most students work independently but at very different paces. Others work faster, others take more due to distractions such as talking, getting their devices out, or their work speed is different.

Table 1 Initial Class Observation Checklist for the teacher

Class 8th grade

Date Tuesday, June 14, 2022,**Observation Checklist**

Learning Activities during Class

Criteria	Yes	No	Partially
The teacher Introduces the topic of the class	X		
Students individually identify the topic.			X Teacher gives them cues about the upcoming topic, and some students venture guesses.
Students discuss the topic and identify objectives with the guidance of the teacher.	X		
Students receive detailed and focused instruction.			The teacher explains X Students, but on some of the assignments, they must look for information on their own.
Students proceed to a guided practice	X		
The teacher reviews class topics and gives a closure	X Teacher closes the session and talks about upcoming topics		

Comments
Students, in general, are encouraged to investigate the topics to be seen; the teacher encourages them to be curious to ask questions.

Table 1 shows the observation checklist dealing with the learning activities during the class—source: Researcher's creation.

Table 2 Student Checklist

Criteria	Yes	No	Partially
Students pay attention in class			X Some students get easily distracted or begin talking among themselves
Students present behavior problems			X Some students talk or get their devices out
Students participate during the class			X Some are shyer than others.
Students require more individualized attention.			X Some students need clarification in Spanish or other
Students need differentiated instructions due to the language barrier (English level is less than peers)			X Some students need clarification in Spanish or other
All activities were completed by most of the students	X		
Students seemed engaged with the lesson.	X		
Students understood the overall topic of the lesson	X		

Comments
<p>The student's English level is not the same, there are mostly B1 or B2 students, but there are a couple of A1 or A2 students in the class that the teacher needs to help with clarification. There are also different types of behavior. Some students are very shy. Others concentrate on their tasks. In contrast, others have trouble concentrating, but the teacher manages behavior well to capture their attention and continue the lesson.</p>

Table 2 shows the observation checklist dealing with the student's performance and behavior during the class—source: Researcher's creation.

4.1.2 Pretest

After the researcher's initial observation, the 8th-grade students were given a small diagnostic test on composition parts (topic sentence, introduction, body, and conclusion) and a small exercise on writing a composition. These pretests aimed to test what the students already know about the topic beforehand and when writing a composition to test what they know regarding the organization of ideas, development, and some of their vocabulary and grammar skills. During the application of this activity, the researcher used two periods (1 hour) of class to apply this to students. Their English teacher told them to participate and that this activity, while not considered a test, would be classwork. This is to ensure that the students worked on it accordingly. After this, the researcher introduced the test to the students, holding up one of the copies for the students to see and explaining the different parts of the test.

One of the things that could be observed was the division of the students. While some started to work on the test immediately, others had many questions, and the researcher had to clarify several times, even writing on the board for some of those students. The researcher also

had to translate the instructions into Spanish for a particular student with a very low level of English. This diagnosis was the starting point for developing the rest of the activities. After the students took the test, they were collected and checked by the researcher to see their overall scores and writing and grammar skills. The data collected during the pretest diagnostic test was transformed into graphs to facilitate its analysis. Not all students could take it as two students were absent due to sickness.

Figure 1 Grades of Pretest

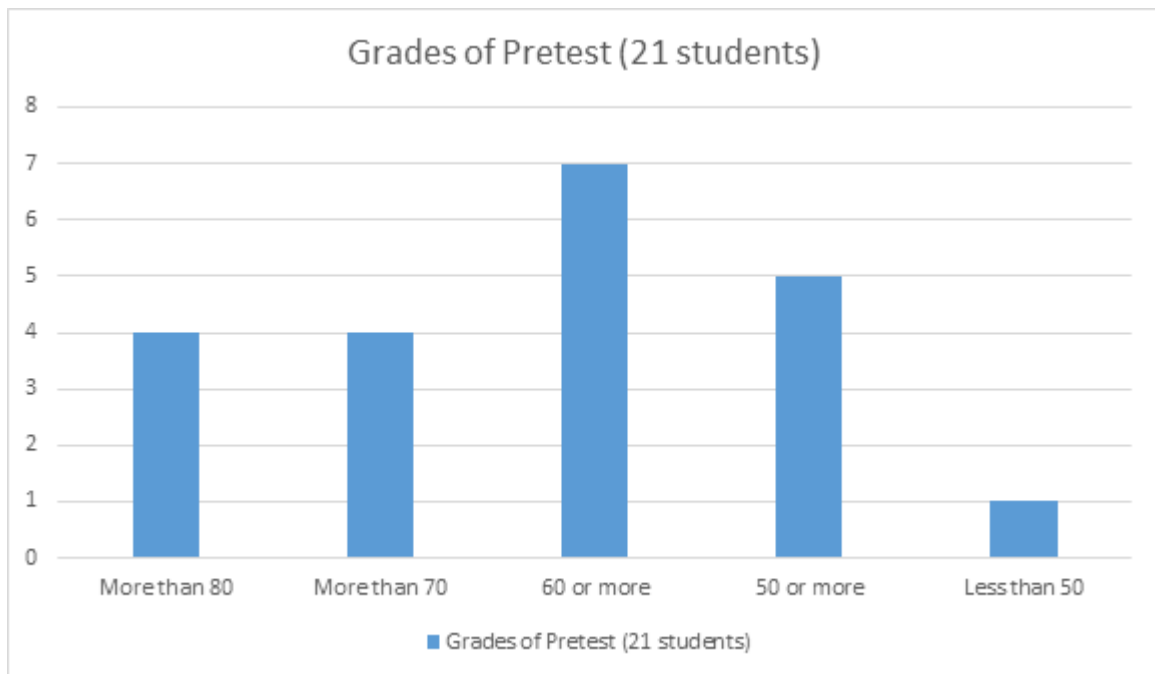


Figure 1 shows grades the 8th-grade students obtained after applying the diagnostic pretest—source: Researcher's creation.

What can be observed in the figure is that the prior knowledge of the topic was very low among the students. Only three students got more than 80 as a grade (the pretest had 40 points.) This was divided into the students filling in a graphic with parts of a composition where they had to state the name of the part and what it was for. Part II consisted of them writing the definition

for basic concepts such as topic sentence, brainstorming, etc. Part III consisted of them doing a composition where the following aspects would be measured: clarity and coherence of their ideas, organization that includes if they are divided into introduction, development, and conclusion, concrete use of grammar, verb tenses and sentence structure and spelling. This last part had a total of 35 points. As shown in Figure 1, most students had trouble with these aspects of the pretest. Many left the graphic blank, half done. Most students got from 55 to 60, with only a few getting less than 50. Only one student was very low with a 27, which was one of the A1 students, as later pointed out by the teacher.

4.1.3 Activities in Between

For the next two weeks after the pretest was done, the researcher went to the same class for the periods of their English lessons or Language Arts classes to teach the students different topics. They would then be evaluated through gamification practices to test their knowledge of what was studied. Below is the description of each observation done, the gamification activities, and the student's results.

4.1.3.1 Observation 1

The researcher introduced the topic of Parts of a Composition to the students using a presentation. This included the *Hamburger Method for Composition writing* and topics such as *Topic Sentence, Introduction, Development and Conclusion, Draft and Brainstorm*, and how to use these when writing a composition. Students were instructed to pay attention and then take notes. One thing that stood out was that some students were reluctant to do the activities, looking at the teacher. The teacher instructed them to comply and participate, which would be graded as classwork. Even so, the students became quiet and did not participate unless the researcher asked them for their names and if they could give an example or other, even though the researcher

projected an online activity that encouraged them to label the parts of a paragraph using a colorful image of a hamburger.

However, the class mood seemed to change when the activities were explained. They were told they could get their own devices out or a computer provided by the school to do the activity. The researcher projected the activity on the board, doing an exercise so they could see what the activity was about. In this case, it was a gamification vocabulary activity to test their knowledge of the topic as well as the correct use of spelling. This online gamification platform is called Wordwall, and it provides many online games that teachers can modify or design according to their needs. In their case, they had to play a game of hangman using the definitions of the parts of a paragraph. They could work on their own, but the game would be times, and they would compete with each other, with the results projected on the board and the first three places getting a small chocolate treat.

This seemed to help the class participation and mood as they began with the game, trying to remember the correct word, spell it correctly, and advance to the next while the students chatted or laughed. They seemed to concentrate on their task as they kept looking at the board where the results were projected. There was much more class interaction and comments from one student to the other as they tried to see who did best, so they could win. After the results were projected, the three students who did best were given a chocolate treat, and the researcher immediately proceeded with the next activity to keep the class interactive. Below the results from the first game can be observed.

Figure 2 Wordwall Hangman Game Results

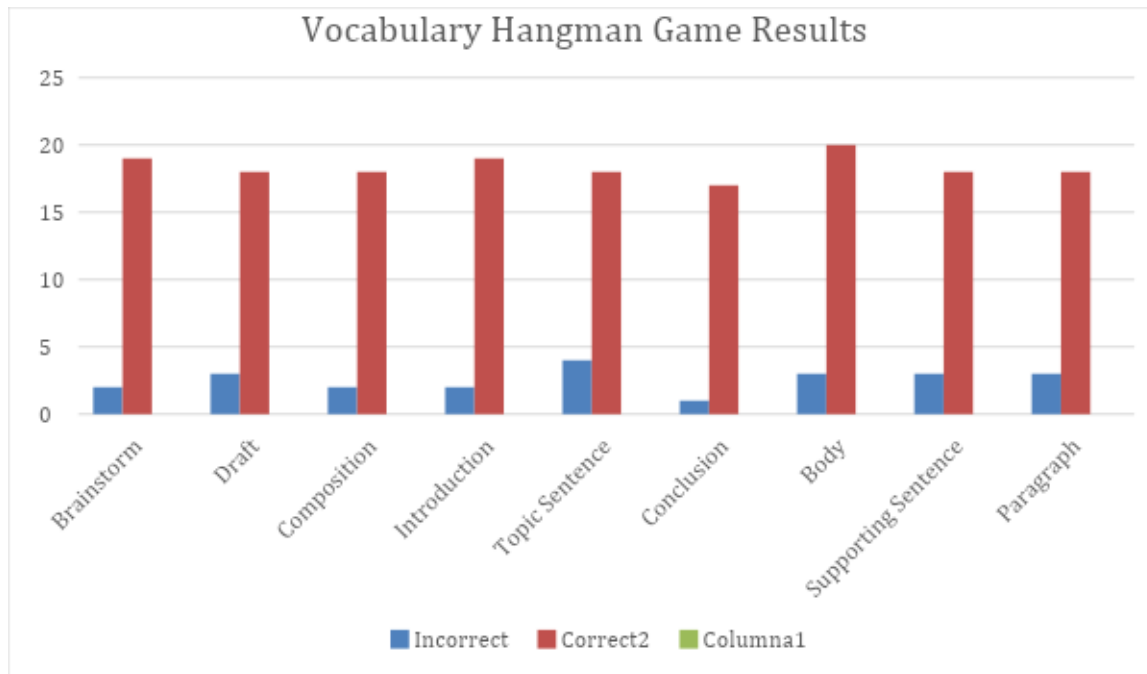


Figure 2 shows the results obtained by the 8th-grade students after applying the gamification activity Hagman based on the vocabulary words regarding composition terminology. Source: Researcher's creation.

As it can be observed, even though there was little class participation or seeming engagement from the students, they did all very well overall. They participated in the game, and all of them completed it. The game gave them several chances to get it right, but generally, they could finish it in ten minutes.

For the next activity, the researcher proceeded to project an online questionnaire. This gamification platform is called *Quizizz*, where students are given different sets of questions with four options that they have to answer to get points. They are also competing with one another. This gamification tool provides funny images or boosters, which are extra points if they answer first, for example, or if they have a streak of more than three correct answers. This group of students

will take an instructor-paced quiz consisting of 10 questions regarding parts of a paragraph and identifying them through examples. They each had four choices, with only one choice being the correct one.

Figure 3 Quizizz Composition Results

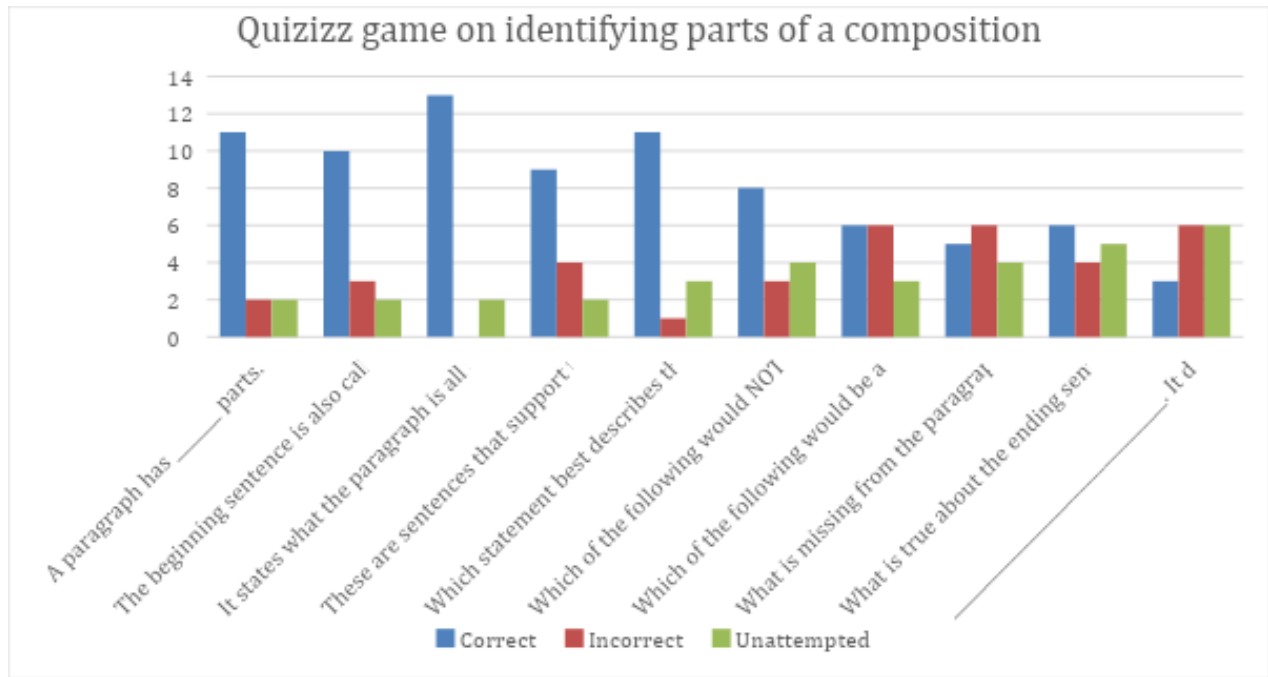


Figure 3 shows grades obtained by the 8th-grade students after a gamification activity that tested their composition knowledge—source: Researcher's creation.

As seen in the figure, the students had trouble identifying parts of the composition when given an example. Some of the questions were left unanswered by some of the students. Nevertheless, the majority answered correctly the ones that dealt with the definitions.

4.1.3.2 Observation 2

For this observation, the researcher handed out a reading comprehension text for each student regarding a famous person's biography. The researcher read it aloud to the students, pausing now and then to see if students were understanding and pointing at the words in bold, which constituted some of the vocabulary words they would be working on later on. The researcher did not explain the words but tried to ask the students to look at the context of the text to figure out the meaning of the words. Some students did venture some guesses, mostly the more advanced students. Another aspect observed by the student was that mostly the male students participated except for two girls.

After this, the students did one of the activities in the worksheet, where they filled in the blanks with a word bank to the right. They had the option of doing it alongside the teacher but expressed that they wanted to do it independently. The students worked silently without getting distracted, and some produced the researcher questions regarding the vocabulary words to ensure they understood. The student with a lower level of English did ask for some translation of the words.

After this, the researcher checked with the students to ensure they had the correct answers. The students were more receptive as they participated a little more. Again the mood seemed to change when the researcher announced that they would be working on some game activities.

Students then proceeded to do a gamification match game using the same platform, Wordwall, to do the game, this time with the words in bold shown in the text and discussed with the researcher. They had a time limit of 7 minutes as well as a leaderboard and a small chocolate prize for the three first places. The students completed the game faster than others while the researcher went about it. The students did not ask for help as they seemed to concentrate on the game. They did finish this ahead of time as the game was shorter.

Figure 4 Vocabulary Match Game Results

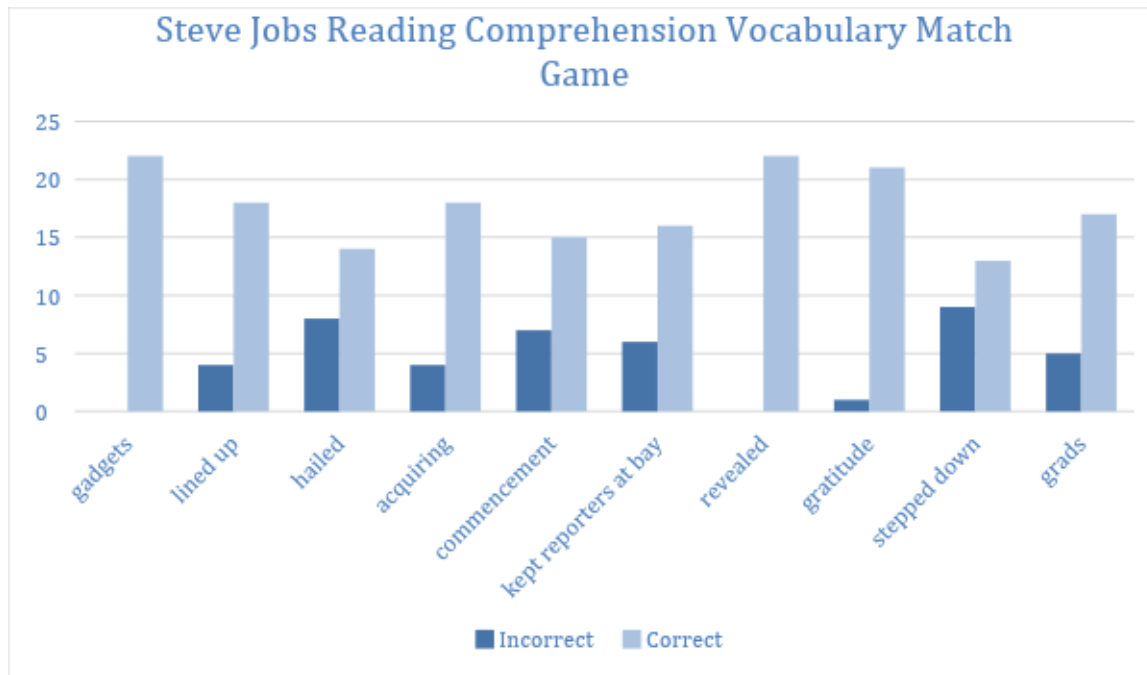


Figure 4 shows the grades the 8th-grade students obtained after a gamification match activity based on reading comprehension material read and studied during the class observation. Source: Researcher's creation

As it can be observed, most students did well; there were some words such as *step down*, which was a compound word, or *kept reporters at bay* which constitutes an idiomatic phrase that gave some students trouble—other familiar words, such as *revealed*, gave all of them a good score. Overall, the students had a good scores.

The researcher then proceeded with the next gamification activity using the online gamification platform *Wordwall* with another editable game called *Balloon Pop* with the words in bold and the vocabulary word bank used in the worksheet. The students must log in to the platform right their name, and then they can play. For this game, they must look at a series of train wagons and balloons floating on top. They had to pop the right balloon at the right time, so it fell on the

wagon to get the points. They had a time limit of 10 minutes to do the game, and again they had a leaderboard and a chocolate prize for the first three places. For this one, the researcher made sure to make the game more challenging since they could think it was childish. As the researcher noted, these students became quiet but seemed interested in the game, and the researcher could hear the sound of the game as well as the remarks of the students as they competed and looked at the board to see who won. They did spend a little more than expected in the game as the levels were challenging, but all of them completed the game.

Figure 5 Gamification Vocabulary Game Activity “Balloon Pop”

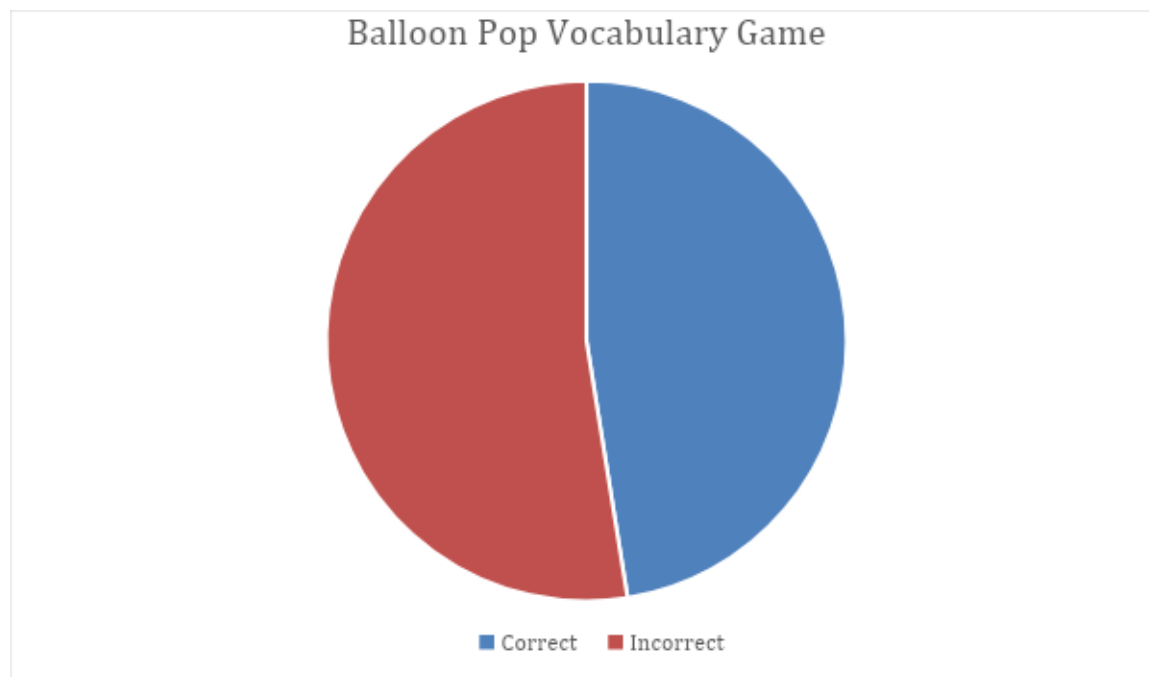


Figure 5 shows the percentage of correct vs. incorrect answers obtained by the 8th-grade students based on the reading comprehension material studied during class. Source: Researcher's creation

As shown in the figure above, the students generally understood the vocabulary words and remembered their definitions but had some trouble with some of the words. There were 47 incorrect answers versus 52 correct answers, which is very similar, yet the game also required the students to keep close attention and pop the balloon at the correct time. Some students did seem not very interested, which could have also contributed to the results.

At the end of the lesson, the researcher asked the students to keep the reading comprehension worksheet as they would be using it in the next class.

4.1.3.3 Observation 3

The researcher asked the students to remember this lesson's last class's reading comprehension test. They were asked different questions regarding the reading of the biography. The researcher also went to the whiteboard and wrote some vocabulary words while asking the students their meanings. Some more students did raise their hands or say the definitions of the vocabulary words, some in Spanish but most in English. The researcher then projected a small online activity where they had to review the parts of a paragraph as projected on the board on the same text as the class before. They needed to identify the parts of the paragraph in that same text they read. The researcher called some students and asked them which text bubble goes where in the image projected. In the beginning, there was not much participation, but more and more students began venturing guesses or correcting one another to see where the *Topic Sentence* should go or the *Body* and others. When the students were sure the researcher checked with them, all answers were correct for this group activity.

The researcher then made some gamification activities to test the students' vocabulary words from the last class reading comprehension. The first activity was a gamification activity without using any online games or needing any devices. For this one, the researcher divided the class into two groups. The students were briefed on the instructions: they had to wait for the researcher to project a clue on the board. Immediately they each had to talk about what the word could be based on the last class's reading comprehension vocabulary. Then one member must rush to the board and write the word. If the word is spelled correctly, they win a point. The first group to reach 5 points would be declared the winner.

The activity proceeded with seeming enthusiasm, as the students huddled among each other, whispering to give each other answers each time the researcher projected a clue. They

would rush to the board and write the vocabulary word they thought was what is important to note here that not all students participated fully in this particular game. Many of the girls or the quieter students seemed to become shy and let the other more participative students do most of the work. They did help but just gave some feedback. The outgoing students were the ones who discussed more and were eager to rush to the board and write their answers.

Figure 6 Vocabulary Gamification Activity “Rush to the board”

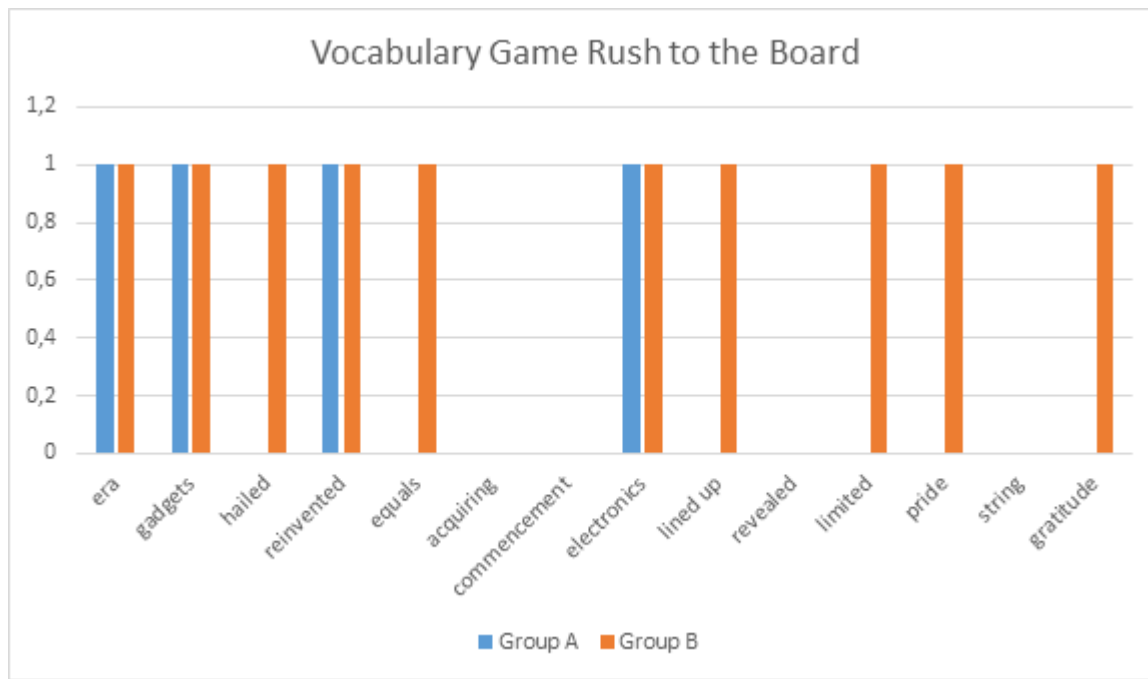


Figure 6 shows the overall results from the 8th-grade students as they were divided into Group A and Group B and their results for each vocabulary word. Source: Researcher's creation

As seen in the figure above, both groups did well in general; there were several more difficult words that both groups missed, while there were more than Group A missed compared with Group B, making group B the winner. Both groups were done dividing the class according to the lines in which they were seated, they were not separated according to gender or personality, or English level, yet both groups did well as they collaborated.

The researcher then proceeded with the next activity. This consisted of an individual gamification online activity using the platform *Kahoot*. The researcher created a set of 8 questions with four different options for the students to answer. Students could see their progress on the board as each question was projected, their answers, and who was competing for first place. For this, the researcher noticed their reaction as students had worked with the platform before, seemed eager, and logged in quickly to start the game. Some students did not have a device, so they worked together, writing two names as they logged in.

The students did the activity, and a small chocolate prize was given to the winners. The researcher noted that while some students had some trouble with the different vocabulary words, there were more correct answers to the reading comprehension topic.

Figure 7 Gamification Platform Kahoot Results

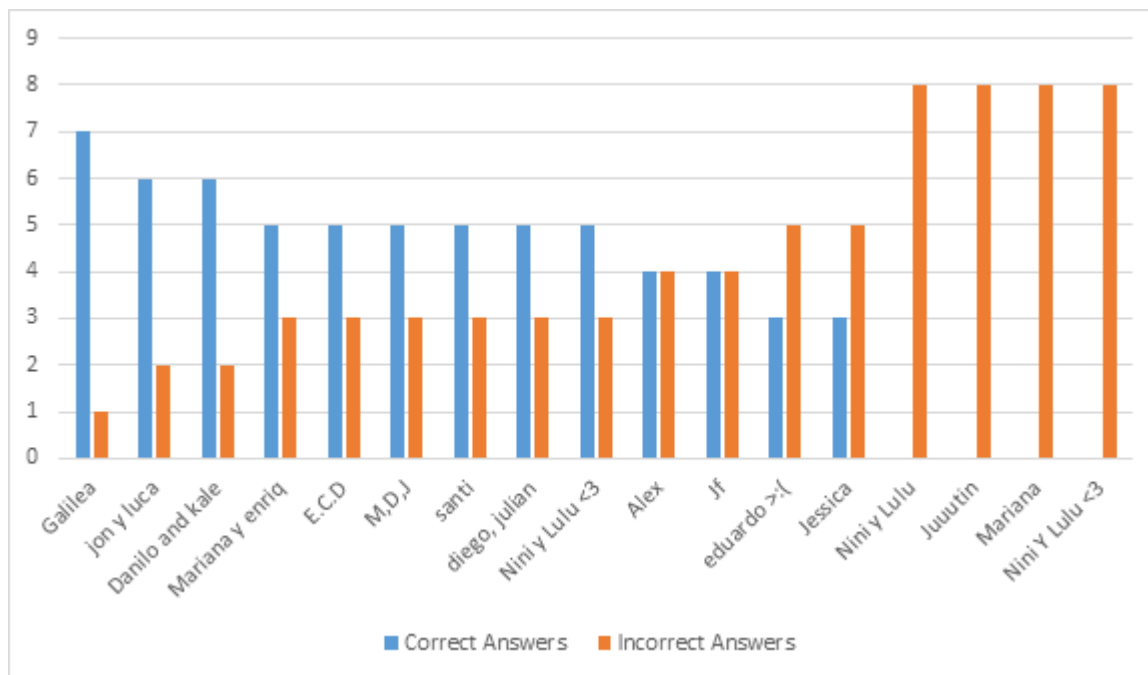


Figure 7 shows grades obtained individually or in groups by the 8th-grade students after the gamification activity Kahoot, which tested their knowledge of the reading comprehension used previously. Source: Researcher's creation

4.1.3.4 Observation 4

The researcher did the following for this last class observation before the post-test. The topic to be studied that day was general sentence structure. For the focused instruction, the researcher wrote two sentences on the board. The researcher asked the students for the parts of the sentence that could be identified. The students ventured out of most elements such as subject, predicate, adjective, nouns, and adverbs, and they only missed prepositions. Next, the researcher proceeded with a collaborative gamification practice with the students, where they had to watch a video. It is important to note that the students were not very eager to do the activities since it was Friday and were used to having a more relaxed day. However, they did seem to collaborate more given the topic of the video, Sentence structure, as they watched an episode of the Pink Panther that many students remarked they had seen or enjoyed. The researcher played the video, then the video paused, and a question popped on the screen. The researcher did not have to ask any students as they began venturing their answers or rearranged the sentence in the correct order. The researcher let the students participate, and again it could be noted that the girls or quieter students did not participate even though they seemed to be engaged as they were not talking or getting their devices out. The students rearranged most of the sentences correctly, only missing some of the prepositions.

The researcher projected a game link on the board for the next and last activity. For this one, the researcher again used the online gamification platform Wordwall, this time with a game of rearranging the sentences. The students went to work immediately as their teacher told them they would have an activity afterward. The students seemed to concentrate, and as the researcher went about could see that the students seemed to be concentrating on the game, trying to solve the

sentences. This game gave the students ample opportunity to have the correct answer, so students, in general, got all of them correct, but some students were working in groups that worked faster.

Figure 8 Sentence Structure Gamification Activity

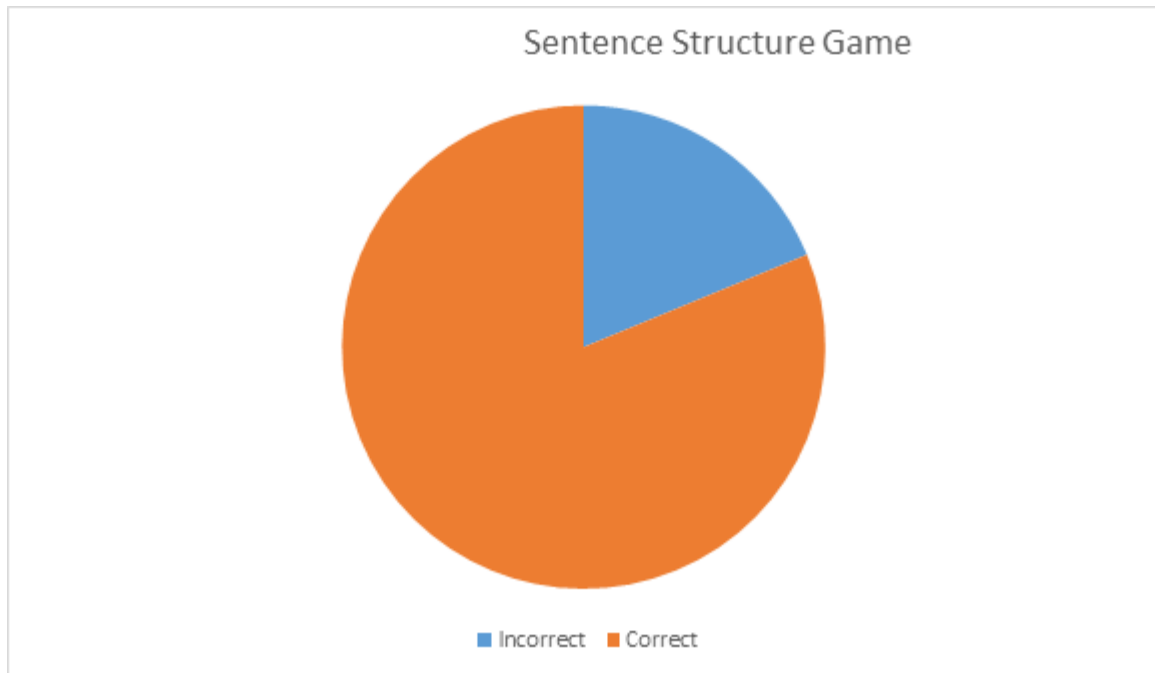


Figure 8 shows the percentage of correct vs. incorrect answers obtained by the 8th-grade students after a gamification activity of rearranging the sentences. Source: Researcher's creation

The review with the teacher and the video activity seemed to have a good review basis for the exercise. As shown in *Figure 10*, there were mostly correct answers versus incorrect ones. The ones with the most incorrect answers were when the sentence they had to rearrange was a compound sentence. Students seemed to concentrate on the interactive words they had to touch on the screen to rearrange. In the last activity, they had to rush to the board to write correct sentences. Due to time limitations, this last group activity was not done because the students had a soccer match.

4.1.4 Post-test

After all the activities and class observations were done, the researcher applied the post-test. This diagnostic test would measure the student's knowledge of the topics studied in the Hamburger Method for paragraph writing, composition, and sentence structure, as well as the topic of the reading comprehension and vocabulary used in two separate classes. Below are the details of the test scores according to the different parts of the test. Also, a survey is included for the students where they could measure their satisfaction level according to the activities done by the researcher.

Figure 9 General Grades of Posttest

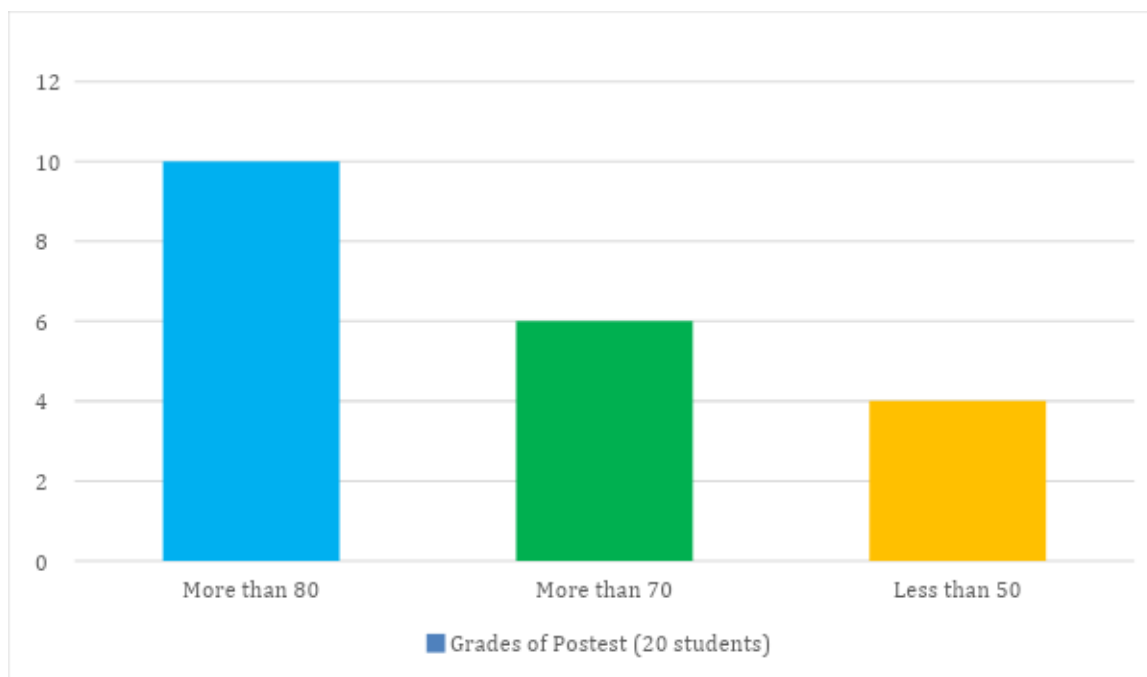


Figure 9 shows the average grades the 8th-grade students obtained after the post-test was applied based on all topics studied during class observation and activities. Source: Researcher's creation

The overall results were favorable. Most of the students got an 80 or more on their grade, while very few got below a 50, which contrasts with the pretest applied earlier. While some did

not develop their paragraph ideas very well, they did organize in general their deals, and there seemed to be an introduction, body, and conclusion. Below are other graphics showing the results of the specific areas in the test and the student's results.

Figure 10 Posttest Grades: Hamburger Method for Composition average results

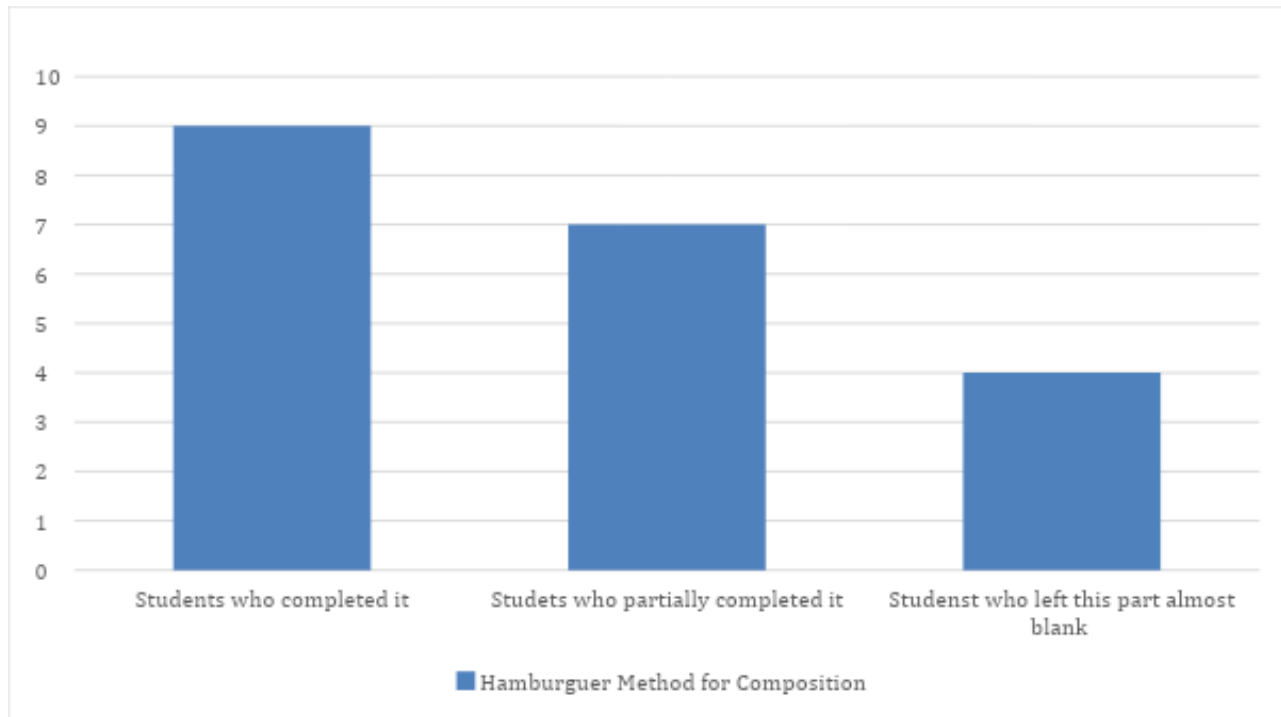


Figure 10 shows the average grades obtained by the 8th-grade students after the post-test was applied based specifically on the topic of parts and organization using the Hamburger Method for Composition Writing. Source: Researcher's creation

As can be observed, the students were tested again with the hamburger method, where they had a graphic where they had to write each of the parts of the paragraph studied and what each of the parts was for. Some students completed it entirely, getting 10 points, while others partially remembered. Some wrote only the title or only did certain parts but did get about half the points. Very few students left it blank or almost blank, which shows that they did learn in

general about the parts of a paragraph and remember some of the material seen and practiced through games.

Figure 11 Posttest Grades: Reading Comprehension vocabulary words average results

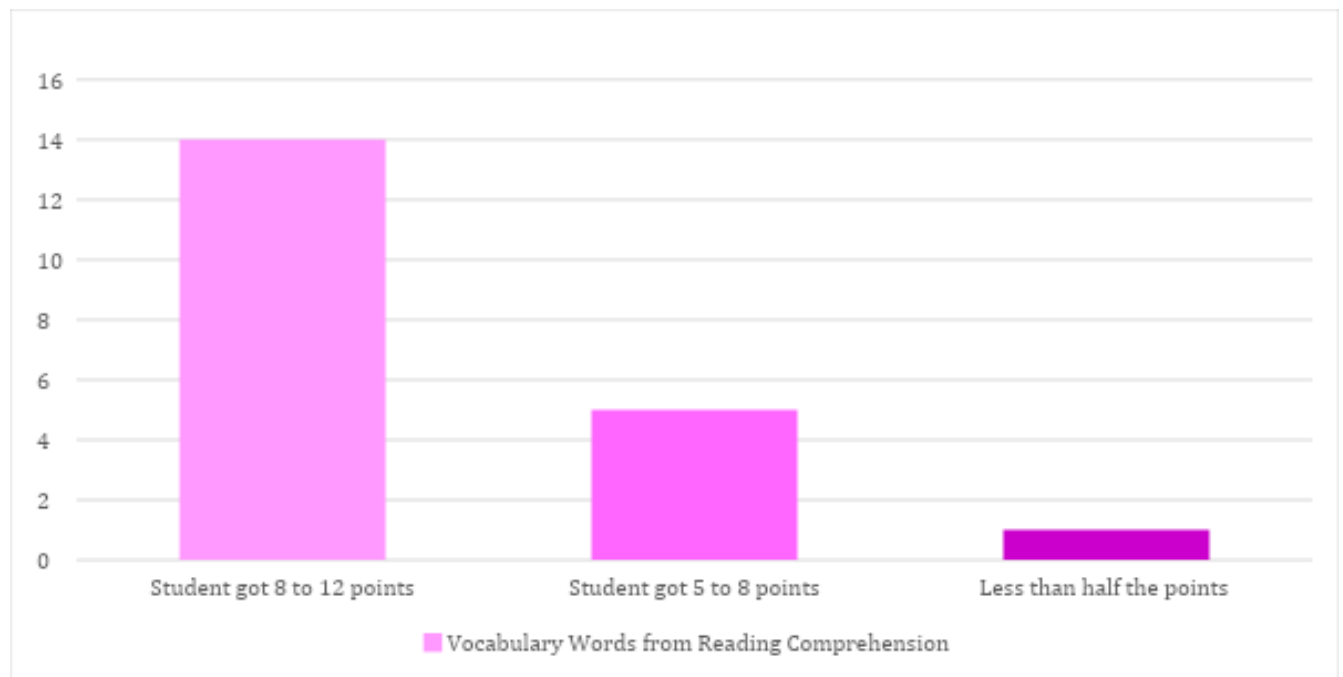


Figure 11 shows the average points obtained by the 8th-grade students after the post-test was applied based specifically on the topic of vocabulary words that were used during two separate class observations. Source: Researcher's creation

Figure 11 shows the vocabulary words from the reading comprehension, which were given in a crossword puzzle with clues to test the correct spelling of the Word and if they remembered the correct Word. In general, most of the students could work with the clues provided and completed most of the words, with 15 students completing all of the words, about half, and only one student who only attempted one.

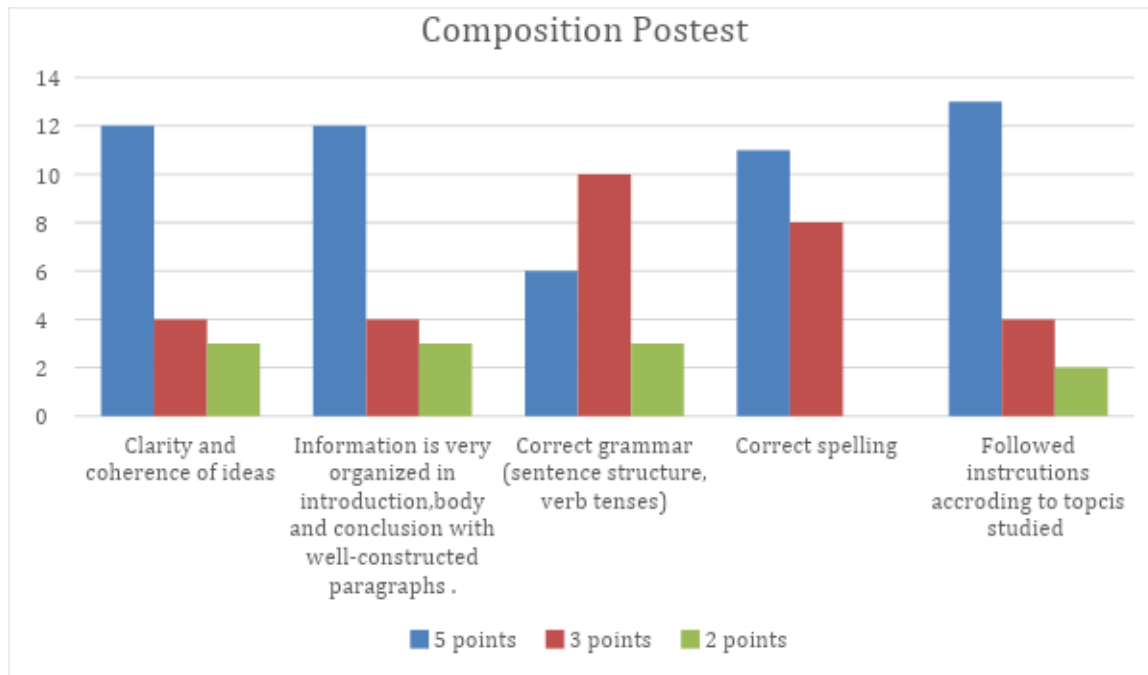
Figure 12 Posttest Grades: Composition average results

Figure 12 shows the average points obtained by the 8th-grade students after the post-test was applied based on the last part, which was to write a small composition using all parts and organization studied in class. Source: Researcher's creation

In Figure 12, the students were graded using a rubric after their attempted their composition. Most students organized their ideas well; it showed an introduction, body, and conclusion as one of the studied topics. There were some grammar, sentence structure, or spelling mistakes, but not many. The compositions had clear, coherent ideas. Also, the students generally followed the instructions, chose a topic, and developed it. Only three students did not develop their ideas into a proper composition.

4.1.4.1 Survey Results

Below are the results from the survey given to the students. Figure 15 deals with the first part of the survey, which deals with the satisfaction level on behalf of the students regarding all the gamification activities. Only two students did not fill it in, and two were absent that day.

Figure 13 Student Survey Results

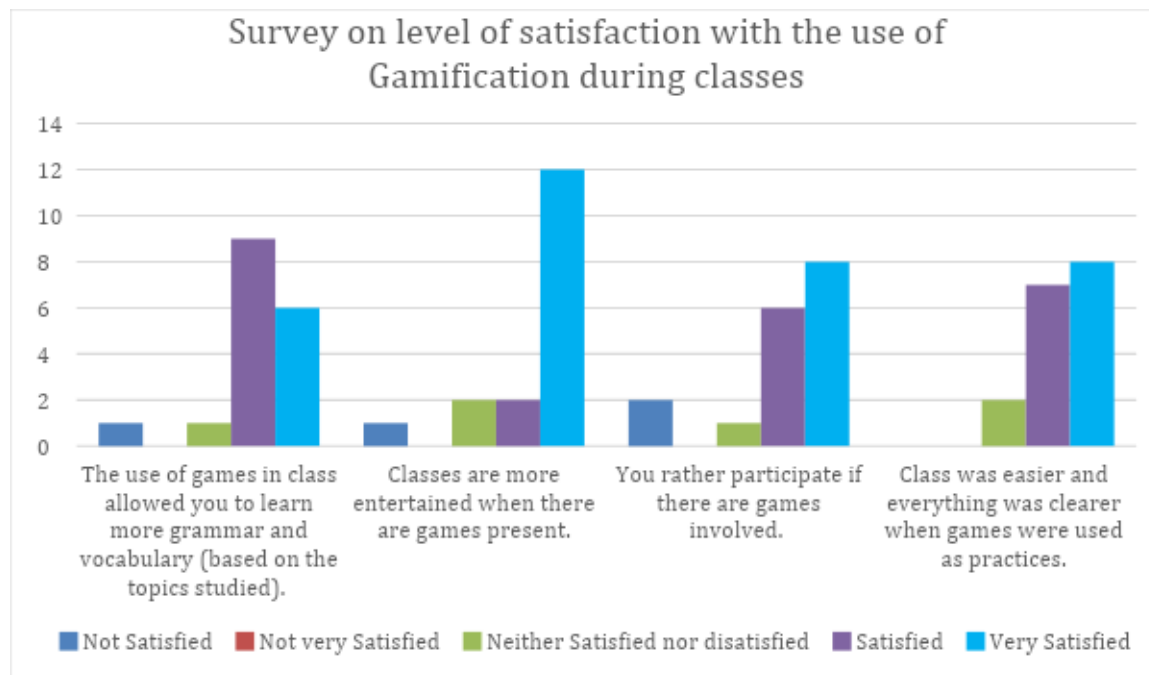


Figure 13 shows the student's answers based on an individual survey, where they marked their answers based on satisfaction level. Source: Researcher's creation

As it can be observed, most students reported satisfaction with using gamification during class. Only a couple of students reported not being satisfied, with one commenting that they did not like the games versus the rest of the class that participated and completed the activities.

Figure 14 Student Survey Results based on Gamification Platform preference

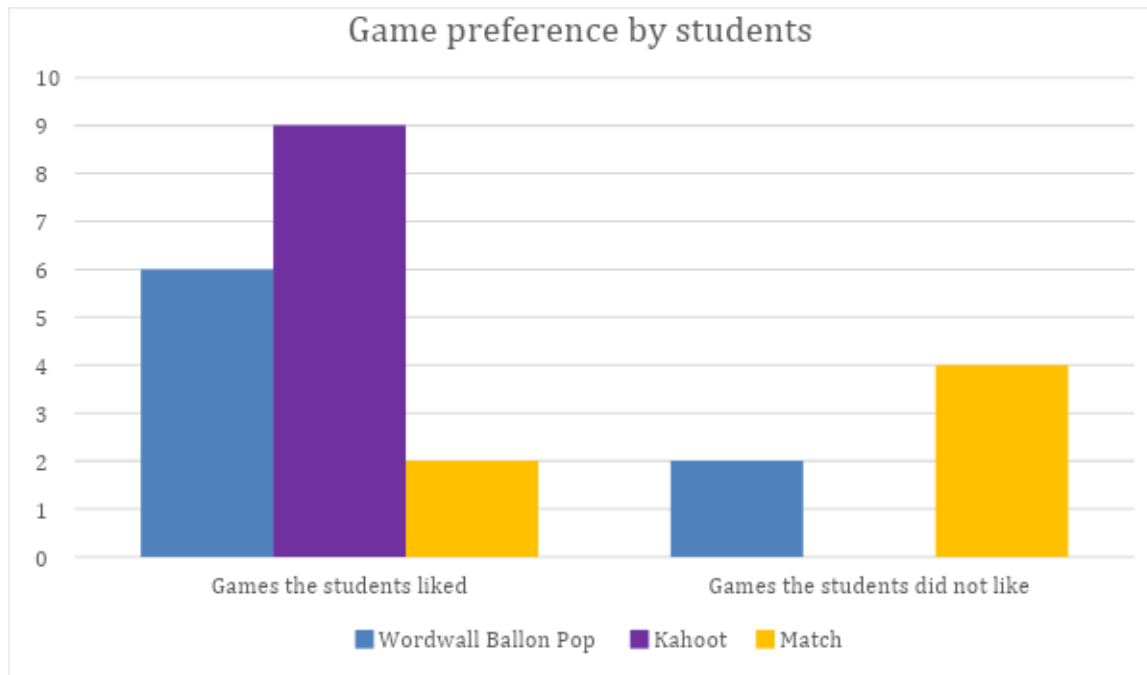


Figure 14 shows the student's answers based on an individual survey, where they marked their answers based on the games they liked and the ones they did not. Source: Researcher's creation

As can be observed, the students mostly liked the interactive ones. Of the games, the students liked, the one the students liked the most was *Kahoot*. When asked why several of the students answered with a comment such as "it was competitive," or "it was fun to play with classmates," "it was interactive," and with the *Wordwall Balloon Pop* game, some students remarked, "the game of the train because it was the most difficult." According to students' answers, it can be seen that the students enjoyed interacting with one another and competing through platform games. Here all students participated, and shyness was not a problem as they worked together on their own.

Regarding the games the students did not enjoy, *Wordwall Balloon Pop* was chosen as one student commented, "it was boring," but most did not like the match game but gave no answers.

This could be because the game was short and there was not so much interaction, and it is similar to a match that can be seen as everyday practice. Below are the results from the last survey question, which asked the students if it was easier for them to understand English topics through games.

Figure 15 Student Survey Results based on Individual Questions

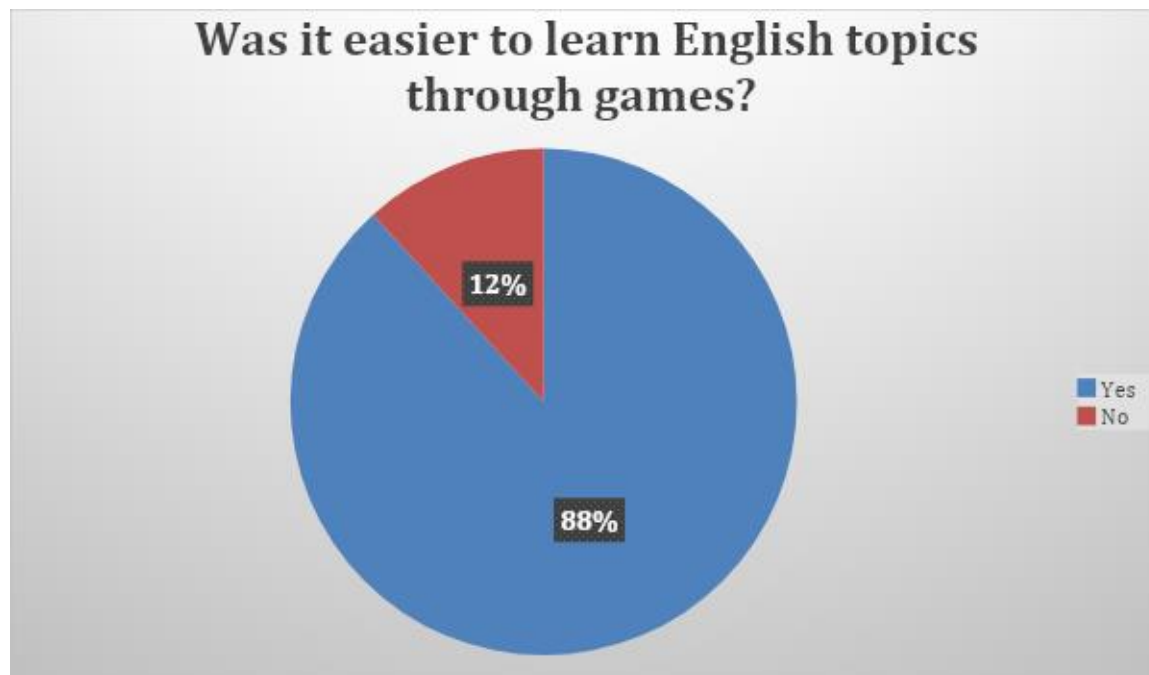


Figure 15 shows the students' answers based on an individual survey that they gave them where they wrote whether it was easier for them to learn through gamification. Source: Researcher's creation

As can be observed, most of the students marked yes. One remarked, "yes, a fun way to learn," another remarked, "because study with games was more easy," and "yes because I read and learn from my mistakes," probably referencing the fact that the gamification platforms used provided the correct answers.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The conclusion is the last part of a given project, thesis or dissertation that is written by the author after having gone through all the different information and analysis carried out during the process. The main purposes are to answer the research question posed at the beginning or to "... Summarize and reflect on the research, make recommendations for future work on the topic" (McCombes, 2021) and leave the reader with a clear understanding of everything that was tested and discovered through the investigation.

5.2 Conclusions

A group of eighth-grade students at Saint Peter's High School was chosen for this investigation. The investigation and data collection would be done when the students received their English lessons, called Language Arts, in the specific school. The researcher first did a pretest, which was applied to the students to test prior knowledge on the topics of writing a composition and parts of a composition. This way, the researcher would have some background on what the students already knew and the challenges and difficulties before planning the class observation and activities. The researcher did several class observations using different English topics in grammar, vocabulary, and writing and did different gamification activities as a review. The researchers noted the student's behavior, reaction, and completion throughout each class observation and tracked the processes through the gamification tools. All of this data has been collected and analyzed, and below are the investigation's conclusions.

5.2.1 To determine the effects of learning through using gamification as a teaching strategy to improve writing skills in 8th grade at Saint Peter's High School during the first quarter of 2022

Through the different classroom observations and according to the theories of play, which state that children and teenagers can learn new concepts through play, they can "...acquire the foundations of self-reflection and abstract thinking, develop complex communication and metacommunication skills, learn to manage their emotions, and explore the roles and rules of functioning in adult society" (Herrington, Jan. 2006). The researcher gathered enough information to determine that there are positive effects to learning with the use of gamification. The students were engaged and concentrated during most activities and even wrote positive comments on the survey provided. When the researcher analyzed the results from the online platforms and their answers, there were good results in general, with students understanding the topic through the different questions posed by the game. It showed a correct understanding of the topic and its application of it. For example, in one of the gamification practices, students had to identify definitions and examples of parts of a paragraph with different examples. There were positive results from that practice in particular, as well as other practices to suggest there was learning and understanding.

Regarding the student's behavior and the response of what the researcher was able to perceive based on the observations, class comments the researcher overheard, and the responses left on the survey, the students had a positive response towards the games. As mentioned previously, the mood seemed to change every time the researcher mentioned games and that they would be competing with each other. This goes in hand with the recent development in online gamification through software developers. Software designers and developers are trying to "present educational content in a playful way to make it more attractive and accessible to its

young audience” (Harris et al., 2003). In this case, the students all easily understood the online platforms. They were engaged with color, sounds, and interactive interface that caught their attention, kept them engaged, and also remained a teaching tool as it tested their knowledge of the new topics. Based on the overall results from the activities, the results of these practices were positive.

5.2.2 To apply gamification as a teaching strategy to improve writing skills when learning English as a foreign language in 8th grade at Saint Peter’s High School during the first quarter of 2022

Through the different classroom observations done, the researcher brought new material for the students, such as the Hamburger Method of writing, parts of a paragraph, as well as exercises in sentence structure, the results found were positive. Based on the pretest done on the students and the post-test, the researcher noted that not all of the students remembered the details of the different parts of a paragraph when applying them. There seemed to be more knowledgeable, and the paragraphs were organized with a clear introduction, development, and conclusion. While not always with a topic sentence, students-maintained coherence in their ideas and sentence structure in general. Compared with the pretest, where many of the compositions had no clear division of introduction, development, and conclusion, the post-test showed better knowledge and application of such concepts. These concepts were only practiced through gamification, the final examination was the only more traditional diagnostic performed, and the results were generally favorable with students of different English levels.

5.2.3 To evaluate the outcomes of learning English as a foreign language using gamification as a teaching strategy

This research project focuses on writing and vocabulary. The outcomes posted at the beginning of this research project involved whether there could be any knowledge achieved

through gamification during English classes, in this case, with a group of 8th-grade students from Saint Peter's School. Based on the observations, activities completed both activities in between and analyzed results from the post-test. It can be concluded that there was learning on behalf of the students through gamification. Through all the activities, they show progress in both the areas of vocabulary, tested using a reading comprehension text and writing, tested with gamification activities of the *Hamburger Method for Composition Writing*. The outcome is positive, with students learning through identification, spelling practice, and new vocabulary words, all tested through gamification activities. Regarding writing, the outcome has been positive as, in general, students were more organized with their ideas and remembered the new terminology such as Introduction, Body, Supporting Sentences, and Conclusion and could apply it when writing a composition.

5.3 Restatement of the Research Question

Through the different class observations, the instruments applied to 8th-grade students at Saint Peter's High school and the data collected through all the pre-and post-test activities applied to the students. It can be concluded that the strategy of gamification was successful in helping students to learn English, particularly vocabulary and writing. For this reason, there is no restatement of the research question, and it remains the same: To analyze the use of gamification as a tool/teaching strategy to improve writing skills in 8th grade at Saint Peter's High School during the first quarter of 2022.

5.4 Unexpected Results

Some of the unexpected results were the following. Regarding class involvement and participation, the researcher noticed that when online games were used, all students participated fully and quietly or made remarks to fellow students. However, when another gamification activity was done that involved rushing to the board, the quieter students, specifically the girls, seemed not to be very eager to participate, rather remaining in their seats and helping their peers less. There seems to be a factor regarding personality where the more outgoing students will have no trouble with any game. In contrast, shy students will prefer online gamification games, which they can do on their own at their own pace quietly while sitting at their desks. Another unexpected result was that while all the students remarked on the enjoyment of using gamification in general, one particular student wrote that all games were boring and that no one had been to his enjoyment.

5.5 Recommendations

The following are the recommendations the researcher wishes to provide to the following people based on all the research, observation, and application of instruments done for this research on the use of gamification to learn English.

5.5.1 Recommendations to teachers

The researcher suggests to teachers, in general, to incorporate new techniques into teaching, such as gamification, to make classes more interesting and interactive. Numerous theorists and new research, as well as it has been proven by this study, demonstrates that learning can be done through gamification, as students become involved and engaged with the activity. Thus this can be useful for teachers to practice and review new topics. Especially with online gamification

techniques, given the increasing use of technology in everyday life. This will help teachers to develop their technological skills in everyday activities.

5.5.2 Students

The researcher recommends students to use these gamification tools whenever necessary, as sometimes games cannot be incorporated into the class. This should be a fun way to review what has been studied in class. The researcher also suggests using online gamification tools, in particular, to help shy students participate more on group games during class.

5.5.3 Recommendations to future English teachers

The researcher recommends future English teachers to incorporate gamification tools during class to teach topics such as paragraph writing or new vocabulary words. Sometimes traditional methodologies can be predictable and boring to students who want to be challenged or have a different class. This way, English teachers can incorporate games into the class while reviewing and practicing the previously seen material. Since students concentrate on winning and get engaged, as has been theorized by different researchers and research projects, there can be significant learning on behalf of the students when they enjoy, concentrate, and engage in a meaningful way during class. Since teenagers still enjoy games, English teachers can try different classroom games such as traditional board games or online gamification tools to make interactive classes.

The researcher also recommends that English teachers use online gamification tools. The internet has many resources for teachers that they can incorporate during class or modify to suit the student's needs. Working with the internet not only does it provide a lot of different interactive resources, but it is also a need nowadays to incorporate the use of technologies inside a class, even an English class, as it is no longer relegated to just Computer Class, technologies are

part of the school curriculum and all subjects in general. This way, students can learn English and use technology in a meaningful way to create long-term learning.

5.5.4 Future Investigators

The researcher would recommend that future investigators continue measuring learning through gamification. This study focused on English, writing, and vocabulary. However, due to the number of online platforms and resources, future researchers could try using other subjects such as pronunciation, listening, learning about Literature, among others. Gamification is a tool that can be applied differently and thus measured in many ways. This field has been increasing interest due to how children learn. Future researchers may go deeper and analyze different ways students can learn a second language or, in general using gamification.

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Annexes

Pretest

Institution: *Saint Peter's Primary and High School*

Teacher/Researcher: *Andrea Carvajal E.*

Grade / Level: 8-2

Name: _____

Total Points: **40 pts.**

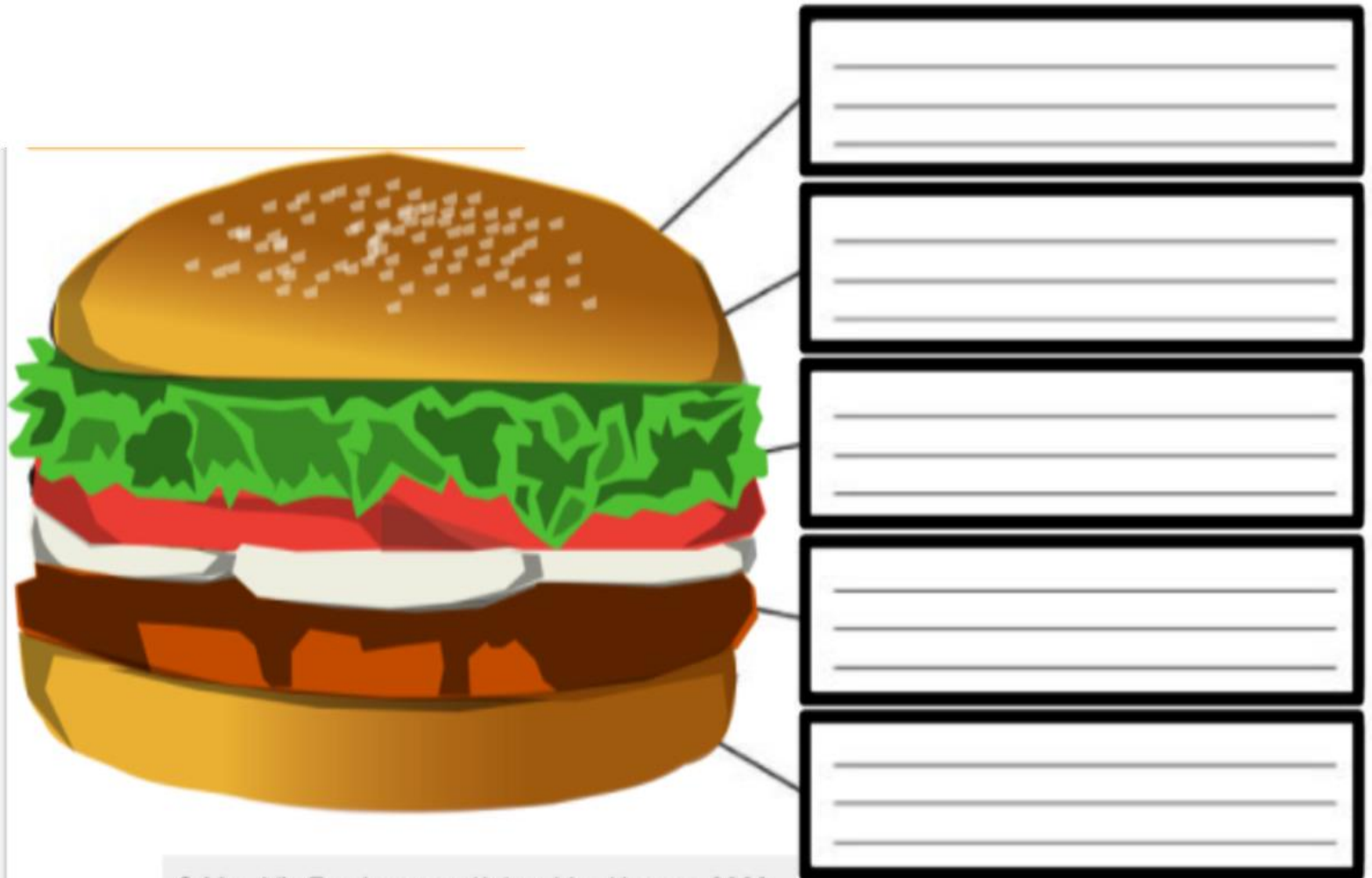
Date: _____

Points Obtained: _____

Grade

PART I. Select the correct answer.

Part. Look at the following delicious hamburger! Then, write the titles of the hamburger paragraph writing and what they do. (10 points , 1 for the correct title and 1 for the correct answer)



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Part II.

Define the following terms in your own words. (4 points, 1 per each definition)

1. Paragraph:

2. Composition:

3. Draft:

4. Topic Sentence

5. Brainstorm:

Part III. Choose one of the following topics and write a small composition.

- Soccer is the best sport
- My opinions on virtual learning vs in person learning
- Why my gadgets are so important to me

	5 Points	3 Points	2 Points
Clarity and coherence: <ul style="list-style-type: none"> · Ideas · Sequence · Word order 	at least 80% of the ideas maintain clarity and coherence.	at least 50% of the ideas maintain clarity and coherence.	Less than 50% of the ideas maintain clarity and coherence.
Organization	formation is very organized with well-constructed paragraphs and subheadings.	formation is organized with well-constructed paragraphs.	formation is organized, but paragraphs are not well-constructed.
Correct grammar: <ul style="list-style-type: none"> · Verb tenses · Correct sentence structure 	students has less than 2 grammar mistakes or verb tense mistakes.	student has 3 grammar mistakes more than 3 verb tense errors	Student has more than 4 grammar mistakes and more than 5 verb tense errors.
Correct spelling	Student has very few spelling mistakes.	student has some spelling mistakes.	student has a lot of spelling mistakes.
Follows instructions:	Student accurately did the sentences describing the topic chosen.	Student did some sentences but does not develop all ideas.	student few sentences not enough for a proper composition.
Total possible points: 25			
Total points obtained:			

LESSON PLAN #1.

Institution: *Saint Peter’s Primary and High School*

Teacher/Researcher: *Andrea Carvajal E.*

Topic: *Parts of a Composition*

Time: *1 hour (2 periods)*

Grade / Level: 8-2

Date	Friday, June 17, 2022	
Objectives	Topic	Materials and Assessments
<ul style="list-style-type: none"> ● To teach the students of the Hamburger Method for writing a composition ● To teach the students the main parts of a composition: Topic Sentence, Introduction, Development, and Conclusion ● To teach the students basic concepts with regards to composition: ● Draft, Topic Sentence, Main Idea, Brainstorm, Paragraph, Composition. 	<p>How to write a composition?</p> <p>The Hamburger Method for Composition Writing</p> <p>Terminology:</p> <ul style="list-style-type: none"> ● Topic Sentence ● Introduction ● Development ● Conclusion ● Paragraph ● Composition ● Draft ● Brainstorm 	<p>Through online practices, platforms will measure which students joined the game as well as their progress and results for each of the questions.</p> <ul style="list-style-type: none"> -Fill in the blanks exercises to do alongside the teacher. -Read along sentences. -Online practices and games to keep the class interactive. <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> -The Hamburger Method -Definitions <p>Electronic Devices for the students to log in to the practices</p> <p><u>Activity #1</u> https://wordwall.net/resource/20818339/ws-paragraphs-structure-recap</p> <p><u>Activity #2</u> https://wordwall.net/resource/33648081/vocabulary-practice-8-2</p> <p><u>Activity #3</u> https://quizizz.com/admin/quiz/5f79ccafffade001b6cfc96/parts-of-a-paragraph?tags=627a94e49173b0001ee921&sortKey=createdAt&order=desc&queryId=5ec1776de655ee001ba58f42-1655260573592</p>

PRESENTATION-CLASS TOPIC

Focused Instruction:

The researcher will introduce the topic of Parts of a Composition to the students using a presentation, this includes the *Hamburger Method for Composition writing* as well as the topics such as *Topic Sentence, Introduction, Development And Conclusion, Draft and Brainstorm* and how to use these when writing a composition.

Students will take notes and researcher will ask students for comments or ask if the students have questions to ensure student understanding.

PROCEDURES

- **Guided Practice:**

Students will do a small online activity with the teacher where they have to review what was just explained using an online tool, projected on the board. Teacher will call the students and asks them which text bubble goes where in the image projected.

Activity #1

<https://wordwall.net/resource/20818339/ws-paragraphs-structure-recap>

- **Individual Practice:**

Students will proceed to do two online activities by themselves using either their phone or an electronic device provided by the school if necessary.

Activity#2 Crossword puzzle

For students to practice the vocabulary words related to composition. They have 4 minutes to complete it, the results will be projected as well as the three first places.

<https://wordwall.net/resource/33648081/vocabulary-practice-8-2>

Activity #3 Quizizz

Group game for evaluation where students will be tested on all topics studied. Results will be projected, three first places will win a candy.

<https://quizizz.com/admin/quiz/5f79ccafffade001b6cfc96/parts-of-a-paragraph?tags=627a94e49173b0001eefa921&sortKey=createdAt&order=desc&queryId=5ec1776de655ee001ba58f42-1655260573592>

- **Closure:**

The researcher will project the results on the board from the last game to see who got the highest score as well as to check some of the exercises in case there are mistakes to ensure student understanding.

Quiz Results



Rank	First Name	Last Name	Accuracy	Correct	Incorrect	Info
1	Mariana,	Justin y Edrian	90 %	9	1	Mobile Safari on iOS
2	Alex		90 %	9	1	Samsung Internet on Android
3	Lucy	y Gali	80 %	8	2	Chrome Mobile on Android
4	samu	y ale	80 %	8	2	Safari on Mac OS X
5	Eimy	y Daniela	80 %	8	2	Mobile Safari on iOS
6	Enrique		70 %	7	3	Chrome Mobile on Android
7	Nina		70 %	7	3	Chrome on Android
8	Santiago	Campos	60 %	6	3	Mobile Safari on iOS
9	José		50 %	5	2	Chrome Mobile on Android
10	Danilo	and kaleb	50 %	5	5	Chrome Mobile on Android
11	Jessica		40 %	4	6	Chrome on Chrome OS
12	Diego	y julian	30 %	3	4	Chrome Mobile iOS on iOS
13	Jonathan		30 %	3	1	Mobile Safari on iOS
14	Lucy		0 %	0	0	Chrome Mobile on Android
15	Diego		0 %	0	0	Chrome Mobile

LESSON PLAN #2

Institution: *Saint Peter’s Primary and High School*

Teacher/Researcher: *Andrea Carvajal E.*

Topic: *Reading Comprehension and Vocabulary periods*

Time: *1 hour (2*

Grade / Level: *8-2*

Date	Tuesday , June 21, 2022	
Objectives	Topic	Materials and Assessments
<ul style="list-style-type: none"> ● To analyze a reading comprehension text. ● Students will be able to identify, and use correctly the vocabulary words and phrases from the Reading Comprehension text. 	<p>Reading Comprehension and Vocabulary applying parts of a paragraph</p> <ul style="list-style-type: none"> ● <i>A Look back at Steve Jobs</i> reading comprehension text ● Vocabulary: <ol style="list-style-type: none"> 1. gadgets 2. lined up 3. hailed 4. acquiring 5. commencement 6. kept reporters at bay 7. revealed 8. gratitude 9. stepped down 10. grads 11. era 12. generosity 13. intensely 14. limited 15. power 16. transplant 17. electronic 18. pride 19. reinvent 20. string 21. equals 22. surgery 	<p><u>Activity #1 Match the words</u></p> <p>https://wordwall.net/resource/33690298/steve-jobs-rc-vocabulary-8-2</p> <p><u>Activity #2 Balloon Pop Vocabulary Game</u></p> <p>https://wordwall.net/resource/33690633/vocabulary-game-2-steve-jobs-8-2</p>

PRESENTATION-CLASS TOPIC

Focused Instruction:

The researcher will hand out a reading comprehension text for each of the students. The researcher will proceed to read it for the students, pausing every now and then to see if students are understanding and pointing at the words in bold. The researcher will not explain the words but will try to ask the students to look at the context of the text to figure out the meaning of the words.

Students should take notes with some of the vocabulary words, circling them and writing down the definition to any new word besides the vocabulary words in bold.

PROCEDURES

- **Guided Practice:**

Students will then do one of the activities in the worksheet, where they will fill in the blanks. They can do it alone, or alongside the teacher (the students with the A1 or A2 levels) discussing the word that goes in the blank and the words in bold next to it to ensure understanding.

- **Individual Practice:**

Activity #1 Match the words

Students will proceed to do a gamification match game with the words in bold shown in the text and discussed with the researcher/teacher. They have a time limit of 7 minutes. There will be a leaderboard and a small chocolate prize for the 3 first places.

Activity#2 Balloon Pop Vocabulary Game

Students will proceed to do a gamification game called Balloon Pop with the words in bold as well as the vocabulary word bank used in the worksheet. The students have to click on the link and look at a series of train wagons and balloons floating on top. They have to pop the right balloon at the right time so it falls on the wagon to get the points.

They will have a time limit of 10 minutes to do the game. There will be a leaderboard and a small chocolate prize for the 3 first places.

- **Closure:**

The researcher will proceed to ask the students if they have any questions regarding the text or the vocabulary words seen and answer questions if necessary. The researcher will project the results on the board and if the same students won Activity #1 and Activity #2 they will be given a special prize for their outstanding performance.

Reading Comprehension Text

a look back at the life of steve jobs

Video: <https://www.nbcnews.com/video/a-look-back-at-the-life-of-steve-jobs-44462147781>

Apple Inc. announced tonight that company co-founder and former Chief Executive Steve Jobs has died at the age of 56. Here is a look back at his career.

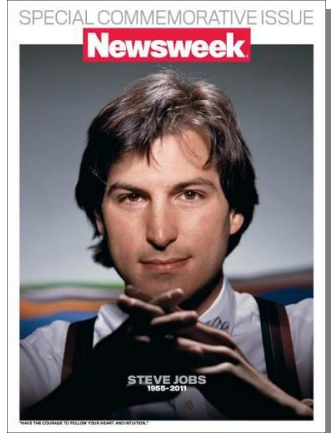
He was the father of the iPhone, the iPod and the Apple Mac computers turning _____ **gadgets** into objects of desire. "I think if you do something and it turns out pretty good, then you should go do something else wonderful." As he was fond of saying, "Wait, there's more!" "Today Apple is going to _____ the phone." And people did wait in long lines for the first iPhones in 2007. Then three years later they **lined up** for the iPad changing the way people consume media. "Design plus function _____ the right life style and that's what he felt."

In 1976 Jobs co-founded Apple Computer and within a few years was worth one hundred million dollars. In 1984 he was showing off his new _____ and joy, the Macintosh. "And this has turned out insanely great." As critics **hailed** the Mac, Jobs was on the losing end of a _____ struggle at his company and left Apple a year later. He went into computer animation **acquiring** Pixar Studios and striking failure with a _____ of hit movies starting with Toy Story "To infinity and beyond!" Jobs came back to Apple in 1996 and began reinventing the Mac dressing it up in a variety of colours. "They look so good you kinda wanna lick them."

Concerns about the health of Steve Jobs began in 2004 when he underwent _____ for pancreatic cancer. A year later he spoke about that during a **commencement** at Stanford University. "This was the closest I've been to facing death and I hope it's the closest I get for a few more decades." An _____ private man with a quick temper **kept reporters at bay** saying his health was nobody's business. But Jobs was losing weight, something **revealed** in these photos taken in 2007 and 2008. In April 2009 he underwent a liver _____. Five months later back on the job at Apple he expressed his **gratitude**. "I now have the liver of a mid-twenties person who died in a car crash and was generous enough to donate his organs. And I wouldn't be here without such _____." On August 24th of this year he **stepped down** as Apple's CEO.

Back in 2005 he offered this bit of advice to the Stanford University **grads** "Your time is _____ so don't waste it living someone else's life. Don't let the noise of others' opinions drown out your inner voice." Steve Jobs, a man whose own inner voice led him to create some of the most visionary products of the internet _____. Jobs leaves behind a wife and four children.

George Lewis, NBC News, Los Angeles



Exercise 1. Fill in the gaps in the text using the following words.

era
generosity
intensely
limited
power
transplant
electronic
pride
reinvent
string
equals
surgery



Results Balloon Pop Wordwall Gamification Activity

Vocabualry Game #2 Steve Jobs 8-2		
Balloon pop		
a time for something		
Student	Answer	Correct
T. Andre		✗
Mariana	era	✓
	era	✓
	era	✓
Galilea	era	✓
	era	✓
Lucy	era	✓
	generosity	✗
	era	✓
	power struggle	✗
	reinvent	✗
	era	✓
	power struggle	✗
	reinvent	✗
samu	era	✓
	era	✓
	era	✓
Danilo and kaleb	era	✓
	era	✓
	limited	✗
	pride	✗
	pride	✗
	intensely	✗
	era	✓
	reinvent	✗
	intensely	✗
	reinvent	✗
Justin		✗
Enrique	era	✓
	era	✓
	era	✓
	era	✓
	intensely	✗

	transplant	✗
	transplant	✗
	equals	✗
	era	✓
camila sánchez	era	✓
	pride	✗
	intensely	✗
	intensely	✗
	era	✓
	era	✓
	transplant	✗
	era	✓
Jonathan	pride	✗
	pride	✗
	era	✓
	string	✗
	equals	✗
	pride	✗
	power struggle	✗
	power struggle	✗
	power struggle	✗
	era	✓
	era	✓
	electronic	✗
	pride	✗
	era	✓
Nina	generosity	✗
	era	✓
	era	✓
	era	✓
	era	✓
Alex	era	✓
	equals	✗
	era	✓
	era	✓
	equals	✗
	electronic	✗
	transplant	✗
	era	✓

	era	✓
	reinvent	✗
	era	✓
jessica	equals	✗
	era	✓
	era	✓
	era	✓
	era	✓
	era	✓
Diego and Santiago Martinez	era	✓
	limited	✗
	limited	✗
	era	✓
	era	✓
	gratitude	✗
Eimy and Daniela	limited	✗
	era	✓
	power struggle	✗
	power struggle	✗
	era	✓
	generosity	✗
	string	✗
santi	era	✓
	era	✓
	electronic	✗
	era	✓
	era	✓
	era	✓
when you like to thank people		
Student	Answer	Correct
T. Andre		✗
Mariana	transplant	✗
	transplant	✗
	generosity	✓
Galilea	generosity	✓
	generosity	✓

	generosity	✓
	gratitude	✗
	generosity	✓
Lucy	generosity	✓
	generosity	✓
	generosity	✓
	generosity	✓
samu	generosity	✓
	generosity	✓
Danilo and kaleb	generosity	✓
	generosity	✓
	reinvent	✗
	pride	✗
	generosity	✓
	generosity	✓
	generosity	✓
	generosity	✓
	transplant	✗
	equals	✗
	generosity	✓
	generosity	✓
	transplant	✗
	electronic	✗
	equals	✗
Justin	era	✗
	generosity	✓
	era	✗
	generosity	✓
	transplant	✗
	limited	✗
	power struggle	✗
	limited	✗
	generosity	✓
	limited	✗
Enrique	generosity	✓
	generosity	✓
	generosity	✓
	transplant	✗
	generosity	✓

	generosity	✓
	generosity	✓
	generosity	✓
	generosity	✓
	transplant	✗
camila sánchez	string	✗
	generosity	✓
	generosity	✓
Jonathan	generosity	✓
	generosity	✓
	electronic	✗
	electronic	✗
	limited	✗
	limited	✗
	string	✗
	generosity	✓
	power struggle	✗
	power struggle	✗
	pride	✗
	generosity	✓
	era	✗
	generosity	✓
	generosity	✓
Nina	generosity	✓
	generosity	✓
Alex	limited	✗
	generosity	✓
	generosity	✓
	generosity	✓
jessica	transplant	✗
	power struggle	✗
	gratitude	✗
	transplant	✗
	power struggle	✗
	transplant	✗
	power struggle	✗
	gratitude	✗
	generosity	✓
	generosity	✓

	generosity	✓
	transplant	✗
	power struggle	✗
	gratitude	✗
	transplant	✗
	pride	✗
	generosity	✓
	transplant	✗
Diego and Santiago Martinez	generosity	✓
	electronic	✗
	generosity	✓
	generosity	✓
	generosity	✓
Eimy and Daniela	generosity	✓
	intensely	✗
	generosity	✓
santi	generosity	✓
	generosity	✓
	transplant	✗
with passion		
Student	Answer	Correct
T. Andre		✗
Mariana	pride	✗
	intensely	✓
	intensely	✓
	intensely	✓
	intensely	✓
Galilea	intensely	✓
	intensely	✓
Lucy	intensely	✓
	intensely	✓
samu	limited	✗
	electronic	✗
	equals	✗
	intensely	✓
	intensely	✓

Danilo and kaleb	intensely	✓
	limited	✗
	pride	✗
	intensely	✓
	pride	✗
	pride	✗
	era	✗
	generosity	✗
	pride	✗
	reinvent	✗
	era	✗
	intensely	✓
	generosity	✗
	transplant	✗
	limited	✗
	intensely	✓
	transplant	✗
	limited	✗
	transplant	✗
	limited	✗
	transplant	✗
Justin	intensely	✓
	string	✗
	power struggle	✗
	reinvent	✗
	transplant	✗
	intensely	✓
Enrique	intensely	✓
	equals	✗
	era	✗
	intensely	✓
	electronic	✗
	equals	✗
	intensely	✓
	limited	✗
	intensely	✓
camila sánchez	intensely	✓
	intensely	✓
	intensely	✓

	generosity	✗
	generosity	✗
	pride	✗
	intensely	✓
	intensely	✓
Jonathan	equals	✗
	era	✗
	intensely	✓
	intensely	✓
Nina	reinvent	✗
	intensely	✓
	intensely	✓
	intensely	✓
Alex	intensely	✓
	intensely	✓
	intensely	✓
	intensely	✓
jessica	electronic	✗
	reinvent	✗
	transplant	✗
	reinvent	✗
	intensely	✓
	intensely	✓
	intensely	✓
	intensely	✓
	equals	✗
	equals	✗
	limited	✗
	gratitude	✗
	gratitude	✗
	intensely	✓
	equals	✗
	limited	✗
	equals	✗
	intensely	✓
	gratitude	✗
	gratitude	✗
	equals	✗
	string	✗

	intensely	✓
	intensely	✓
	power struggle	✗
	power struggle	✗
	reinvent	✗
	reinvent	✗
	string	✗
	reinvent	✗
	string	✗
	power struggle	✗
	reinvent	✗
Diego and Santiago Martinez	intensely	✓
	pride	✗
	intensely	✓
Eimy and Daniela	intensely	✓
	intensely	✓
	limited	✗
	pride	✗
	intensely	✓
	reinvent	✗
	intensely	✓
	intensely	✓
	intensely	✓
santi	intensely	✓
	intensely	✓
	intensely	✓
there aren't many copies or units		
Student	Answer	Correct
T. Andre	string	✗
Mariana	limited	✓
	limited	✓
	intensely	✗
	limited	✓
	limited	✓
	limited	✓
	limited	✓

Galilea	limited	✓
	limited	✓
Lucy	pride	✗
	pride	✗
	limited	✓
	limited	✓
	limited	✓
samu	limited	✓
	intensely	✗
	limited	✓
	limited	✓
Danilo and kaleb	limited	✓
	limited	✓
	intensely	✗
	intensely	✗
	era	✗
	era	✗
	limited	✓
	era	✗
	pride	✗
	intensely	✗
	limited	✓
	intensely	✗
	limited	✓
Justin	transplant	✗
	limited	✓
	limited	✓
	power struggle	✗
	generosity	✗
	transplant	✗
	generosity	✗
	transplant	✗
	limited	✓
	power struggle	✗
	limited	✓
Enrique	limited	✓
	limited	✓
	pride	✗
camila sánchez	limited	✓

	limited	✓
	equals	✗
	limited	✓
Jonathan	era	✗
	limited	✓
	limited	✓
	power struggle	✗
	generosity	✗
	limited	✓
	limited	✓
	string	✗
	string	✗
	generosity	✗
	reinvent	✗
	electronic	✗
	string	✗
	string	✗
	electronic	✗
	reinvent	✗
	reinvent	✗
	electronic	✗
	gratitude	✗
	limited	✓
	string	✗
	limited	✓
	string	✗
	electronic	✗
	reinvent	✗
	reinvent	✗
Nina	limited	✓
	limited	✓
	limited	✓
	limited	✓
	generosity	✗
	limited	✓
	limited	✓
Alex	limited	✓
	limited	✓
	transplant	✗

	limited	✓
	limited	✓
jessica	equals	✗
	limited	✓
	limited	✓
	limited	✓
	limited	✓
	limited	✓
	generosity	✗
	limited	✓
	pride	✗
	limited	✓
	era	✗
	limited	✓
Diego and Santiago Martinez	limited	✓
	limited	✓
Eimy and Daniela	intensely	✗
	pride	✗
	limited	✓
	limited	✓
	limited	✓
santi		✗
to fight to keep power		
Student	Answer	Correct
T. Andre		✗
Mariana	power struggle	✓
	power struggle	✓
	power struggle	✓
	power struggle	✓
Galilea	power struggle	✓
	power struggle	✓
	power struggle	✓
	power struggle	✓
Lucy	power struggle	✓
	power struggle	✓
	power struggle	✓

samu	power struggle	✓
	power struggle	✓
	string	✗
	string	✗
	power struggle	✓
	power struggle	✓
Danilo and kaleb	gratitude	✗
	power struggle	✓
	transplant	✗
Justin	power struggle	✓
	reinvent	✗
	power struggle	✓
	power struggle	✓
	limited	✗
	pride	✗
	string	✗
	power struggle	✓
Enrique	power struggle	✓
camila sánchez	power struggle	✓
	power struggle	✓
Jonathan	power struggle	✓
	reinvent	✗
	limited	✗
	power struggle	✓
	reinvent	✗
	reinvent	✗
	reinvent	✗
	era	✗
	electronic	✗
	power struggle	✓
	era	✗
	era	✗
	pride	✗
	power struggle	✓
Nina	power struggle	✓
	power struggle	✓
	power struggle	✓
	pride	✗
	power struggle	✓

	pride	✗
Alex	pride	✗
	equals	✗
	pride	✗
	equals	✗
	power struggle	✓
	equals	✗
	equals	✗
	equals	✗
	pride	✗
	reinvent	✗
	power struggle	✓
	power struggle	✓
	power struggle	✓
	power struggle	✓
	power struggle	✓
jessica	power struggle	✓
	transplant	✗
	power struggle	✓
	string	✗
	string	✗
	string	✗
	string	✗
	power struggle	✓
Diego and Santiago Martinez	power struggle	✓
	string	✗
	power struggle	✓
	power struggle	✓
Eimy and Daniela	power struggle	✓
	era	✗
	power struggle	✓
	power struggle	✓
	power struggle	✓
	string	✗
	era	✗
	power struggle	✓
santi	power struggle	✓

an operation in which an organ is given to a person		
Student	Answer	Correct
T. Andre	transplant	✓
Mariana	transplant	✓
	transplant	✓
	transplant	✓
	transplant	✓
Galilea	transplant	✓
	transplant	✓
	transplant	✓
	reinvent	✗
	transplant	✓
Lucy		✗
samu	transplant	✓
	transplant	✓
	transplant	✓
	transplant	✓
	era	✗
	transplant	✓
	transplant	✓
Danilo and kaleb	era	✗
	transplant	✓
	intensely	✗
	limited	✗
	transplant	✓
	intensely	✗
	intensely	✗
	transplant	✓
	transplant	✓
	gratitude	✗
	gratitude	✗
	transplant	✓
	generosity	✗
	electronic	✗
	transplant	✓
	electronic	✗
	electronic	✗
	limited	✗

	intensely	✗
	transplant	✓
	transplant	✓
Justin	transplant	✓
	transplant	✓
	limited	✗
	gratitude	✗
	era	✗
	limited	✗
	transplant	✓
	era	✗
	reinvent	✗
	era	✗
	generosity	✗
	transplant	✓
	transplant	✓
	reinvent	✗
	transplant	✓
	transplant	✓
Enrique	transplant	✓
	transplant	✓
	transplant	✓
	transplant	✓
	transplant	✓
	transplant	✓
	transplant	✓
	equals	✗
	era	✗
	transplant	✓
	transplant	✓
camila sánchez	transplant	✓
	transplant	✓
	transplant	✓
	transplant	✓
Jonathan		✗
Nina	era	✗
	era	✗
	era	✗
	era	✗

	transplant	✓
	transplant	✓
	gratitude	✗
	transplant	✓
	transplant	✓
Alex	reinvent	✗
	transplant	✓
	transplant	✓
	era	✗
	transplant	✓
	transplant	✓
	era	✗
	transplant	✓
	transplant	✓
	transplant	✓
jessica	reinvent	✗
	reinvent	✗
	transplant	✓
	transplant	✓
	transplant	✓
	power struggle	✗
	gratitude	✗
	transplant	✓
	transplant	✓
	pride	✗
	transplant	✓
Diego and Santiago Martinez	transplant	✓
	transplant	✓
Eimy and Daniela	gratitude	✗
	electronic	✗
	equals	✗
	gratitude	✗
	gratitude	✗
	electronic	✗
	gratitude	✗
	transplant	✓
	transplant	✓
	transplant	✓
	transplant	✓

santi	transplant	✓
	transplant	✓
	gratitude	✗
	transplant	✓
	era	✗
	transplant	✓
	transplant	✓
	transplant	✓
it needs electricity		
Student	Answer	Correct
T. Andre		✗
Mariana	electronic	✓
	electronic	✓
	electronic	✓
	electronic	✓
Galilea	electronic	✓
	electronic	✓
	electronic	✓
Lucy	electronic	✓
	electronic	✓
	electronic	✓
	electronic	✓
	electronic	✓
samu	electronic	✓
	electronic	✓
	electronic	✓
	electronic	✓
	electronic	✓
Danilo and kaleb	equals	✗
	electronic	✓
	transplant	✗
	generosity	✗
Justin	electronic	✓
	electronic	✓
	power struggle	✗
	electronic	✓

Enrique	electronic	✓
	electronic	✓
camila sánchez	electronic	✓
	electronic	✓
	electronic	✓
	electronic	✓
Jonathan	electronic	✓
	era	✗
	pride	✗
	electronic	✓
	power struggle	✗
	era	✗
	pride	✗
	string	✗
	power struggle	✗
	electronic	✓
	generosity	✗
	generosity	✗
	string	✗
	generosity	✗
	gratitude	✗
	electronic	✓
	era	✗
	generosity	✗
	reinvent	✗
	electronic	✓
	electronic	✓
	electronic	✓
	gratitude	✗
	gratitude	✗
Nina	electronic	✓
Alex	electronic	✓
	electronic	✓
	era	✗
jessica	era	✗
	electronic	✓
	reinvent	✗
	transplant	✗
	transplant	✗

	reinvent	✗
	intensely	✗
	electronic	✓
	intensely	✗
	reinvent	✗
	transplant	✗
	transplant	✗
	reinvent	✗
	intensely	✗
	intensely	✗
	intensely	✗
	electronic	✓
Diego and Santiago Martinez	electronic	✓
	electronic	✓
Eimy and Daniela	transplant	✗
	transplant	✗
	equals	✗
	electronic	✓
	transplant	✗
	transplant	✗
	gratitude	✗
santi	electronic	✓
	electronic	✓
to feel satisfaction over something		
Student	Answer	Correct
T. Andre		✗
Mariana	pride	✓
	pride	✓
Galilea	pride	✓
Lucy	pride	✓
	pride	✓
	pride	✓
	pride	✓
	power struggle	✗
	pride	✓
samu	pride	✓

	pride	✓
	transplant	✗
	pride	✓
camila sánchez	pride	✓
	pride	✓
	pride	✓
	pride	✓
Jonathan	pride	✓
	pride	✓
	string	✗
	era	✗
	pride	✓
	string	✗
	era	✗
	pride	✓
	era	✗
	string	✗
	string	✗
	string	✗
	pride	✓
	era	✗
	electronic	✗
	power struggle	✗
	electronic	✗
	era	✗
	electronic	✗
	power struggle	✗
	electronic	✗
	pride	✓
Nina	pride	✓
	pride	✓
Alex	power struggle	✗
	pride	✓
	generosity	✗
	pride	✓
	transplant	✗
	pride	✓
jessica	era	✗
	equals	✗

	gratitude	✗
	pride	✓
	gratitude	✗
	pride	✓
	limited	✗
	limited	✗
	pride	✓
	transplant	✗
	pride	✓
	pride	✓
	era	✗
	reinvent	✗
	gratitude	✗
	pride	✓
	pride	✓
Diego and Santiago Martinez	pride	✓
	pride	✓
	pride	✓
Eimy and Daniela	intensely	✗
	pride	✓
	limited	✗
	pride	✓
	pride	✓
	intensely	✗
	pride	✓
santi	era	✗
	pride	✓
	transplant	✗
	era	✗
	gratitude	✗
	pride	✓
change (something) so much that it appears to be entirely new.		
Student	Answer	Correct
T. Andre		✗
Mariana	reinvent	✓
	reinvent	✓

Galilea	transplant	✗
	reinvent	✓
	string	✗
	string	✗
	string	✗
	string	✗
	string	✗
	reinvent	✓
	string	✗
	reinvent	✓
Lucy	reinvent	✓
	reinvent	✓
	reinvent	✓
	limited	✗
	reinvent	✓
	reinvent	✓
samu	reinvent	✓
	reinvent	✓
	reinvent	✓
Danilo and kaleb	reinvent	✓
	generosity	✗
	era	✗
	reinvent	✓
	power struggle	✗
	reinvent	✓
	reinvent	✓
	era	✗
	reinvent	✓
	transplant	✗
	reinvent	✓
	generosity	✗
	electronic	✗
	reinvent	✓
	transplant	✗
	reinvent	✓
Justin	generosity	✗
	generosity	✗
	reinvent	✓
	string	✗

	intensely	✗
	gratitude	✗
	gratitude	✗
	reinvent	✓
	string	✗
	power struggle	✗
	reinvent	✓
	string	✗
Enrique	transplant	✗
	reinvent	✓
camila sánchez		✗
Jonathan	power struggle	✗
	reinvent	✓
	electronic	✗
	reinvent	✓
	reinvent	✓
	reinvent	✓
	reinvent	✓
Nina	intensely	✗
	intensely	✗
	reinvent	✓
	reinvent	✓
	reinvent	✓
Alex	era	✗
	transplant	✗
	reinvent	✓
	reinvent	✓
	reinvent	✓
	reinvent	✓
	pride	✗
	transplant	✗
	pride	✗
	pride	✗
	reinvent	✓
jessica	reinvent	✓
	transplant	✗
	transplant	✗
	reinvent	✓
	reinvent	✓

	reinvent	✓
	string	✗
	power struggle	✗
	reinvent	✓
	reinvent	✓
	reinvent	✓
	reinvent	✓
	gratitude	✗
	pride	✗
	era	✗
	era	✗
	pride	✗
	reinvent	✓
	era	✗
	pride	✗
	gratitude	✗
	pride	✗
	pride	✗
Diego and Santiago Martinez	era	✗
	reinvent	✓
	reinvent	✓
Eimy and Daniela	gratitude	✗
	reinvent	✓
	gratitude	✗
	reinvent	✓
	pride	✗
	reinvent	✓
	string	✗
	string	✗
santi	string	✗
	reinvent	✓
	reinvent	✓
	reinvent	✓
	reinvent	✓
a series of things		
Student	Answer	Correct

T. Andre	string	✓
	era	✗
	limited	✗
Mariana	era	✗
	string	✓
	string	✓
Galilea	string	✓
	generosity	✗
	string	✓
	string	✓
	string	✓
	string	✓
Lucy	string	✓
	string	✓
samu	power struggle	✗
	string	✓
	reinvent	✗
	string	✓
	power struggle	✗
	string	✓
Danilo and kaleb	limited	✗
	string	✓
Justin	string	✓
	string	✓
	string	✓
	string	✓
Enrique	string	✓
camila sánchez	string	✓
	string	✓
	generosity	✗
	string	✓
	string	✓
	string	✓
	intensely	✗
Jonathan	string	✓
	string	✓
	reinvent	✗
	limited	✗

	string	✓
	power struggle	✗
	equals	✗
	pride	✗
	era	✗
	era	✗
	equals	✗
	pride	✗
	string	✓
	string	✓
	power struggle	✗
	string	✓
	string	✓
	electronic	✗
	string	✓
Nina	string	✓
	string	✓
Alex	string	✓
	era	✗
	string	✓
	string	✓
	string	✓
	equals	✗
	equals	✗
	equals	✗
	string	✓
jessica	string	✓
	string	✓
	power struggle	✗
Diego and Santiago Martinez	string	✓
	string	✓
	string	✓
	string	✓
	string	✓
Eimy and Daniela	string	✓
	string	✓
	reinvent	✗
	string	✓
santi	string	✓

	string	✓
	era	✗
	string	✓
	string	✓
	string	✓
the same number or amount, the same reuslt		
Student	Answer	Correct
T. Andre		✗
Mariana	equals	✓
	equals	✓
	equals	✓
Galilea	equals	✓
	equals	✓
Lucy	era	✗
	equals	✓
samu	equals	✓
	equals	✓
	equals	✓
	reinvent	✗
	equals	✓
Danilo and kaleb	electronic	✗
	equals	✓
Justin	generosity	✗
	equals	✓
	equals	✓
	generosity	✗
Enrique	equals	✓
	era	✗
	intensely	✗
	era	✗
	equals	✓
	transplant	✗
	equals	✓
camila sánchez	equals	✓
	equals	✓
Jonathan	limited	✗

	equals	✓
	equals	✓
	era	✗
	string	✗
	pride	✗
	era	✗
Nina	era	✗
	equals	✓
Alex	reinvent	✗
	era	✗
	era	✗
	reinvent	✗
	equals	✓
	string	✗
	equals	✓
	equals	✓
	era	✗
	electronic	✗
	equals	✓
	equals	✓
	string	✗
jessica	equals	✓
	era	✗
	era	✗
	equals	✓
	equals	✓
	gratitude	✗
	pride	✗
	equals	✓
	limited	✗
	limited	✗
	limited	✗
	equals	✓
	equals	✓
	gratitude	✗
	equals	✓
Diego and Santiago Martinez	equals	✓
	equals	✓
Eimy and Daniela	transplant	✗

	gratitude	✗
	electronic	✗
	equals	✓
	electronic	✗
	equals	✓
	equals	✓
santi	equals	✓
	equals	✓
thank you!		
Student	Answer	Correct
T. Andre		✗
Mariana	gratitude	✓
Galilea	gratitude	✓
	gratitude	✓
	gratitude	✓
Lucy	generosity	✗
	gratitude	✓
	gratitude	✓
	gratitude	✓
samu	power struggle	✗
	electronic	✗
	power struggle	✗
	gratitude	✓
Danilo and kaleb	gratitude	✓
	power struggle	✗
	transplant	✗
Justin	pride	✗
	gratitude	✓
	string	✗
	reinvent	✗
	power struggle	✗
	gratitude	✓
	string	✗
Enrique	gratitude	✓
	gratitude	✓
	generosity	✗

	gratitude	✓
	gratitude	✓
	gratitude	✓
	generosity	✗
	gratitude	✓
	gratitude	✓
	generosity	✗
camila sánchez	gratitude	✓
	pride	✗
Jonathan	pride	✗
	electronic	✗
	era	✗
	gratitude	✓
	electronic	✗
	reinvent	✗
	gratitude	✓
Nina	gratitude	✓
	gratitude	✓
	gratitude	✓
	gratitude	✓
Alex	transplant	✗
	gratitude	✓
	gratitude	✓
jessica	era	✗
	equals	✗
	era	✗
	pride	✗
	era	✗
	gratitude	✓
	gratitude	✓
	gratitude	✓
	generosity	✗
	generosity	✗
	power struggle	✗
	transplant	✗
	transplant	✗
	power struggle	✗
	gratitude	✓
	gratitude	✓

	generosity	×
	transplant	×
	limited	×
	transplant	×
	pride	×
	gratitude	✓
	transplant	×
	generosity	×
	limited	×
	generosity	×
	string	×
	string	×
	power struggle	×
	gratitude	✓
	gratitude	✓
	intensely	×
	reinvent	×
	intensely	×
	gratitude	✓
Diego and Santiago Martinez	gratitude	✓
	gratitude	✓
	gratitude	✓
	gratitude	✓
	gratitude	✓
	gratitude	✓
Eimy and Daniela	gratitude	✓
	gratitude	✓
	gratitude	✓
	gratitude	✓
	gratitude	✓
santi	gratitude	✓
	gratitude	✓
	gratitude	✓
	transplant	×
	gratitude	✓

LESSON PLAN #3

Institution: *Saint Peter’s Primary and High School*

Teacher/Researcher: *Andrea Carvajal E.*

Topic: Parts of a Paragraph/Reading Comprehension and Vocabulary

Time: *1 hour (2 periods)*

Grade / Level: 8-2

Date	Wednesday, June 22, 2022	
Objectives	Topic	Materials and Assessments
<ul style="list-style-type: none"> ● Students will be able to identify the parts of a composition or text in the Reading Comprehension worksheet from last class. ● Students will be able to identify and write correctly the vocabulary words studied last class. ● Students should be able answer questions regarding last class’s text. 	<p>Assessments on:</p> <ul style="list-style-type: none"> ● Hamburger Method for Writing ● <i>A Look back at Steve Jobs</i> reading comprehension ● Vocabulary: <ol style="list-style-type: none"> 1. gadgets 2. lined up 3. hailed 4. acquiring 5. commencement 6. kept reporters at bay 7. revealed 8. gratitude 9. stepped down 10. grads 11. era 12. generosity 13. intensely 14. limited 15. power 16. transplant 17. electronic 18. pride 19. reinvent 20. string 21. equals 22. surgery 	<p><u>Activity #1 Hamburger Method</u></p> <p>https://wordwall.net/resource/33690996/parts-of-a-paragraph-8-2</p> <p><u>Activity #2 Group Game</u></p> <p>Students will be divided into two groups. The researcher will project on the board a definition of either a vocabulary word or a part of the composition terminology studied. Students will discuss in their group which terminology or word it is and one of the students must rush to the board and write the word. If the word is correct and is also spelling correctly the group gets one point. The group that reaches 5 points first wins and gets a small chocolate prize.</p> <p><u>Activity #3 Kahoot</u></p> <p>https://create.kahoot.it/share/steve-jobs-r-c-8-2/e1bf150f-5d99-4822-a470-9e10e47d14da</p>

PRESENTATION-CLASS TOPIC

Focused Instruction:

The researcher will ask the students to remember the last class's reading comprehension text. They will be asked different questions regarding the reading. The researcher will also write some vocabulary words on the board and ask the students for the meaning as they will be working using the same text to do additional assessments.

PROCEDURES

- **Guided Practice:**

Activity #1 Hamburger Method Students will do a small online activity with the researcher where they have to review the parts of a paragraph as projected on the board on the same text as the class before. Teacher will call the students and ask them which text bubble goes where in the image projected to test if they remember the topics of topic sentence, introduction, body, supporting sentences and conclusion.

- **Group Practice:**

Activity #2 Rush to the board

Students will be divided into two groups. The researcher will project on the board a definition of either a vocabulary word or a part of the composition terminology studied. Students will discuss in their group which terminology or word it is and one of the students must rush to the board and write the word. If the word is correct and is also spelled correctly the group gets one point. The group that reaches 5 points first wins and gets a small chocolate prize.

- **Individual Practice**

Activity#3 Kahoot Students will proceed to do a game on an online platform called Kahoot. Here they will compete against each other, answering as fast as possible and correctly the questions regarding the reading comprehension text as well as some vocabulary words. There will be a leaderboard and a small chocolate prize for the 3 first places.

- **Closure:**

The researcher will proceed to ask the students if they have any questions regarding the text or the vocabulary words and ask how they felt with the assessments.

Results Kahoot Gamification Activity

Steve Jobs R.C 8-2	
Played on	24 Jun 2022
Hosted by	T.And27
Played with	17 players
Played	8 of 8
Overall Performance	
Total correct answers (%)	46,32%
Total incorrect answers (%)	53,68%
Average score (points)	3139,12 points

Steve Jobs R.C 8-2																	
Kahoot! Summary																	
Rank	Player	Total Score (points)	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8							
			Steve Jobs was the father of	What Apple did was to _____ the phone. That is to make it much better	Jobs co-founded the Apple Computer in	Steve Jobs stepped down as Apple's CEO in 2004	When Steve Jobs died he left behind a wife and no children.	Steve Jobs' company released the first _____ in 2007.	Three years after releasing the iPhone, people would _____ at the store to get the newest version.								
1	Galilea	8019	The iPhone, the iPad and the Mac Computers	reinvent	1976	True	False	0	958	line up	936						
2	joely luca	5310		add	1976	True	False	911	919	line up	747						
3	Daniela and kale	4991	The iPhone, the iPad and the Mac Computers	reinvent	1976	True	False	0	0	acquire	900						
4	Mariana y enia	4402	The iPhone, the iPad and the Mac Computers	reinvent	1996	True	True	0	944	line up	912						
5	E.C.D	4381	The iPhone, the iPad and the Mac Computers	reinvent	1976	False	False	0	0	acquire	917						

6	M.D.J	4288	844	The iphone , the ipad and the Mac Computers	912	reinvent	0	1996	905	True	0	True	0	ipod	928	line up	897
7	santi	4249	0	None of the above	0	build	0	1996	901	True	917	Fals e	876	iphone	868	line up	687
8	diego, julian	3950	743	The iphone , the ipad and the Mac Computers	0	add	0	1996	908	True	782	Fals e	0	Mac Computer	846	line up	671
9	Nini y Lulu <3	3724	510	The iphone , the ipad and the Mac Computers	917	reinvent	0	1996	839	True	804	Fals e	0	Mac Computer	0	acquire	654
10	Alex	3659	0		923	reinvent	0	1996	915	True	0	True	902	iphone	0	acquire	919
11	Jf	3347	691	The iphone , the ipad and the Mac Computers	888	reinvent	933	1976	0	False	0	True	0	ipod	0	freak out	835
12	eduard q.>:(2693	808	The iphone , the ipad and the Mac Computers	0	gratitude	0	1996	0	False	1000	Fals e	885	iphone	0	generosity	0
13	Jessic a	2354	0	The iphone only	799	reinvent	0	1996	840	True	0	True	0	Mac Computer	0	acquire	715

LESSON PLAN #4Institution: *Saint Peter's Primary and High School*Teacher/Researcher: *Andrea Carvajal E.*Topic: Sentence structure in English periods)

Time: 1 hour (2

Grade / Level: 8-2

Date	Friday, June 24, 2022	
Objectives	Topic	Materials and Assessments
<ul style="list-style-type: none"> Students will be able to identify the parts of a sentence according to English grammar. 	<p>Assessments on:</p> <ul style="list-style-type: none"> Proper structure of a sentence 	<p><u>Activity #1</u></p> <p>video https://en.islcollective.com/video-lessons/eac5ace65666f029a51f863fd190c3a4</p> <p><u>Activity #2</u></p> <p>Sentence structure word wall</p> <p>https://wordwall.net/resource/33694064/sentence-structure-practice-8-2</p> <p><u>Activity #3</u></p> <p>Group Activity game.</p> <p><u>Activity #3 Kahoot</u></p> <p>https://create.kahoot.it/share/steve-jobs-r-c-8-2/e1bf150f-5d99-4822-a470-9e10e47d14da</p>

PRESENTATION-CLASS TOPIC

Focused Instruction:

The researcher will write two sentences on the board. The researcher will ask the students for the parts of the sentence that they can identify. (Subject, predicate, adjectives, nouns, adverbs, or prepositions.)

1. *The fat cat is snoring loudly.*
2. *The green chair is behind the pink table.*

The researcher will evaluate student's answers and point out the different parts in a sentence and how they should be ordered.

PROCEDURES

- **Guided Practice:**

Activity #1

The students will watch the following video, which the researcher will pause and ask the students to organize some scrambled sentences as they project on the screen. The students will raise their hand or the researcher will call them so they can say or point out to the researcher the right order. The researcher will then click on the right answer will appear, if there are any incorrect answers, the researcher will show the correct answer and why it must go in that order. For example, why the adjective must go after the noun or why the subject should go at the beginning in this type of sentence, etc.

- **Individual Practice**

Activity #2 Sentence Structure Online

Using their electronic devices, the students will be given the link to an online game where they have to rearrange scrambled sentences as they appear on the screen. They have 10 minutes to organize the sentences as they compete with one other. There will be a leaderboard and a small chocolate prize for the 3 first places.

- **Group Practice**

Activity#3 Rush to the board

Students will be divided into two groups. The researcher will project on the board a sentence which can be right or wrong according to sentence structure in English. Students will discuss in their group which is correct and one of the students must rush to the board and write *correct* or *incorrect*. If they answer correctly the group gets one point. The group that reaches 5 points first wins and gets a small chocolate prize.

Closure:

The researcher will proceed to ask the students if they have any questions regarding the topic seen.

Posttest

Institution: *Saint Peter's Primary and High School*

Teacher/Researcher: *Andrea Carvajal E.*

Name: _____

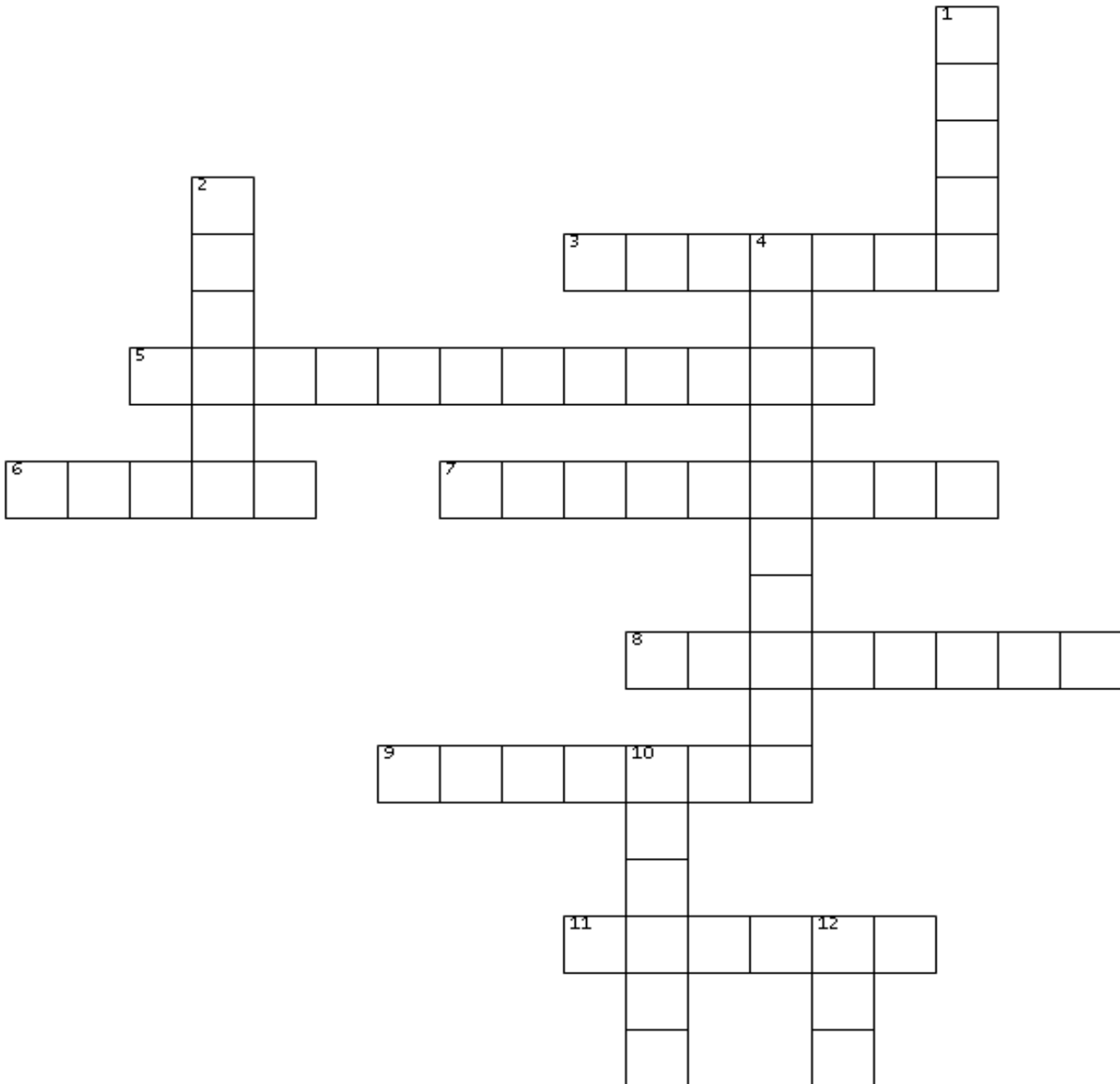
Total Points: 52 pts.

Date: _____

Points Obtained: _____

Grade

PART I. CROSSWORD PUZZLE Look at the following crossword puzzle. Use the clues on the next page to fill in the puzzle. Words can go across or down. Letters



Clues:

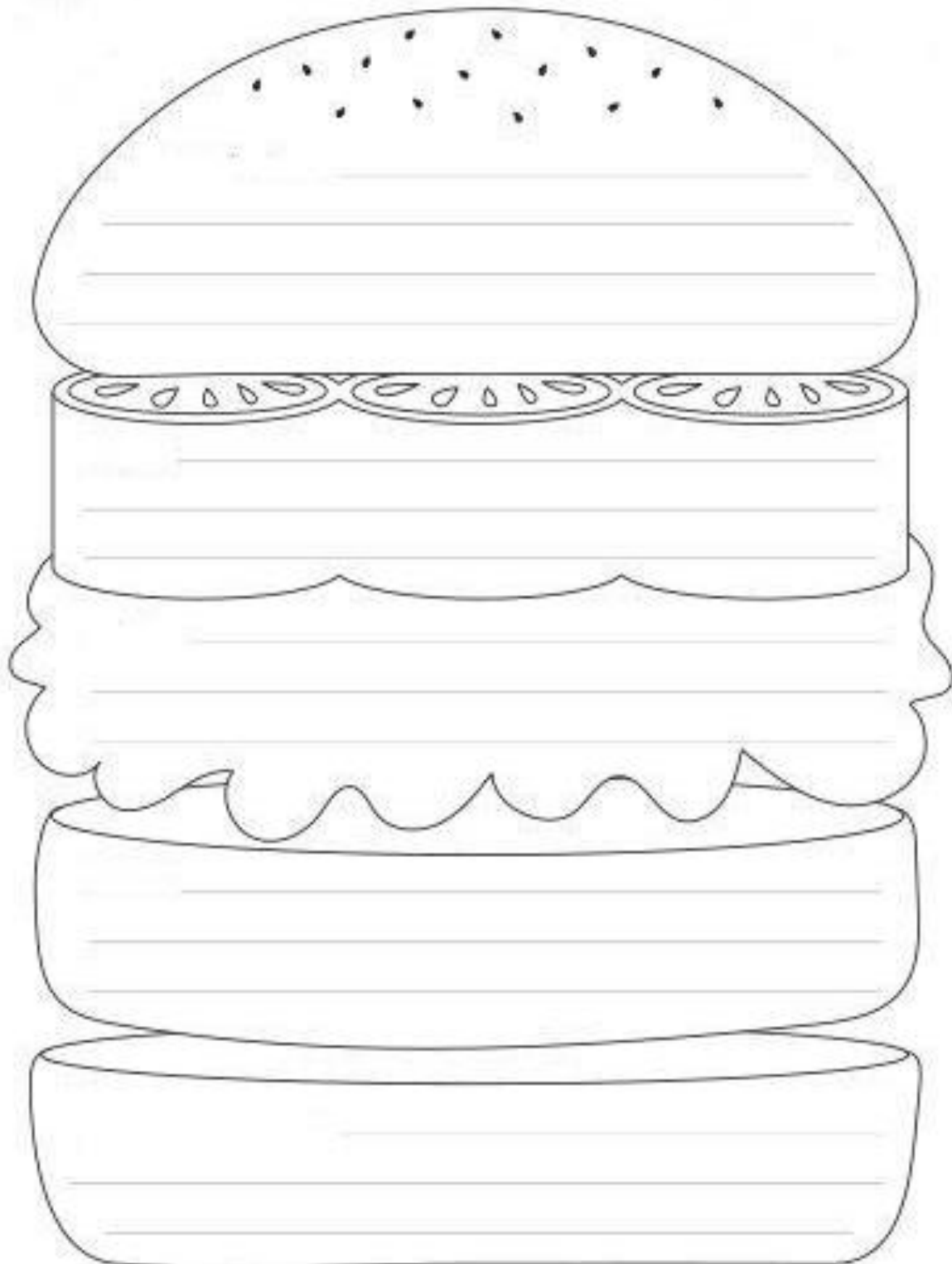
ACROSS

3. an iPhone, a tablet
5. a graduation ceremony
6. up to make a line
7. to buy
8. to make new, to renew
9. a medical procedure done on a person
11. to admire greatly

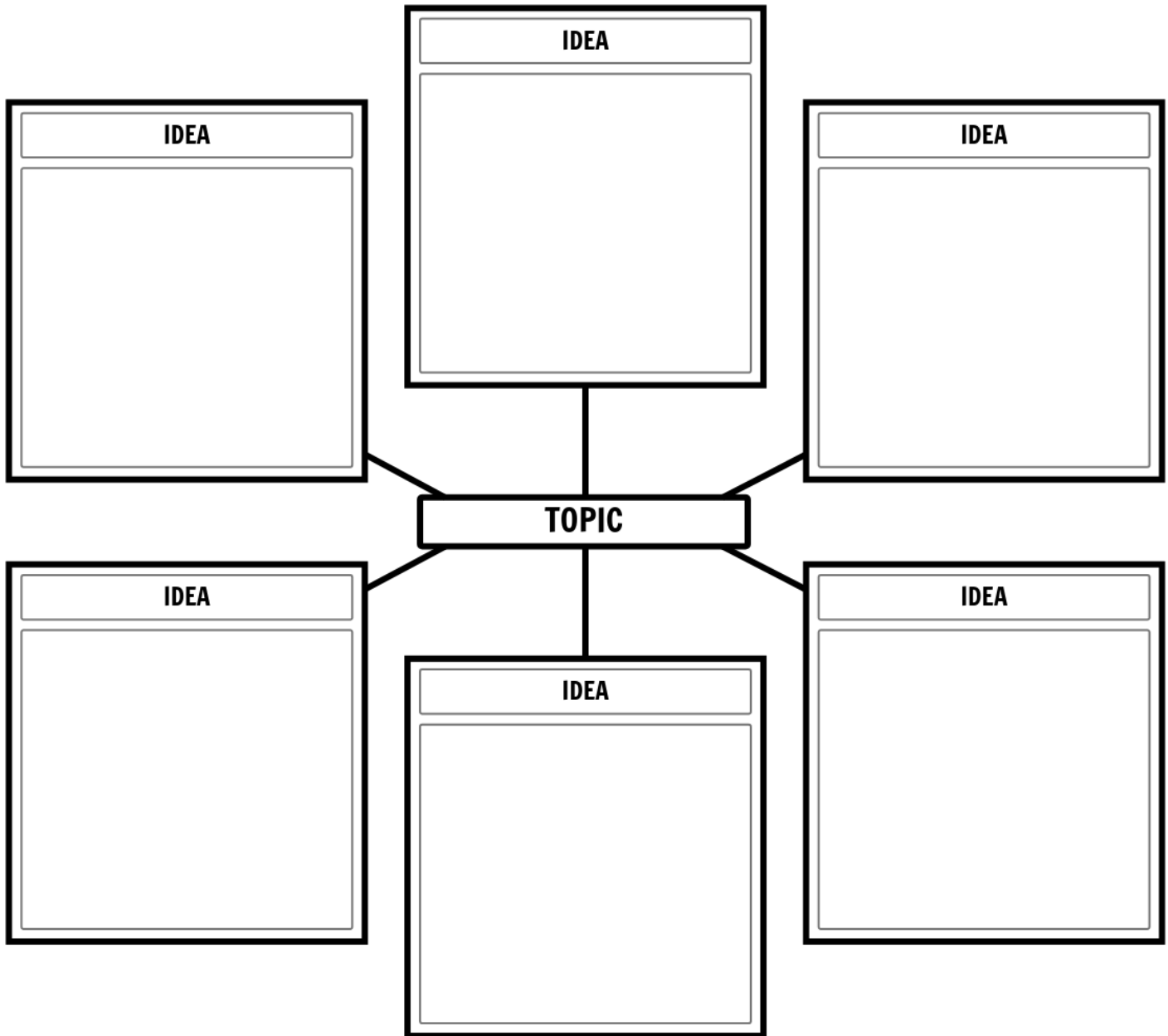
DOWN

1. the seniors this year will be
2. a cellphone invented by Apple
4. to like to give back
10. it is the same amount
12. A time period for something

Part II. Parts of a Paragraph. Look at the following diagram. Based on the topics studied fill it in according to the parts of the paragraph and what they do. (10 points, 1 point for the correct title, 1 point for the correct answer.)



Part III. Choose any topic that you want and write a small composition based on the topics studied. Remember to organize your ideas. (5 points for the brainstorm competition with at least 2 ideas.)



	5 Points	3 Points	2 Points
Clarity and coherence: <ul style="list-style-type: none"> · Ideas · Sequence · Word order 	At least 80% of the ideas maintain clarity and coherence.	At least 50% of the ideas maintain clarity and coherence.	Less than 50% of the ideas maintain clarity and coherence.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.
Correct grammar: <ul style="list-style-type: none"> · Verb tenses · Correct sentence structure 	Students has less than 2 grammar mistakes or verb tense mistakes.	Student has 3 grammar mistakes more than 3 verb tense errors	Student has more than 4 grammar mistakes and more than 5 verb tense errors.
Correct spelling	Student has very few spelling mistakes.	Student has some spelling mistakes.	Student has a lot of spelling mistakes.
Follows instructions:	Student accurately did the sentences describing the topic chosen.	Student did some sentences but does not develop all ideas.	Student few sentences not enough for a proper composition.
Total possible points: 25			
Total points obtained:			

A. Answer the following questions according to how you feel

Question	Not Satisfied 1	Not very satisfied 2	Neither satisfied nor dissatisfied 3	Satisfied 4	Very satisfied 5
The use of games in class allowed you to learn more grammar and vocabulary (based on the topics studied).					
Classes are more entertained when there are games present.					
You rather participate if there are games involved.					
Class was easier and everything was clearer when games were used as practices.					

SURVEY

B Write the answer that best describes how you feel

1. Which of the games used did you enjoy the most and why?

2. What did you *not* like of the games used and why?

3. Was it easier for you to understand English through games?
